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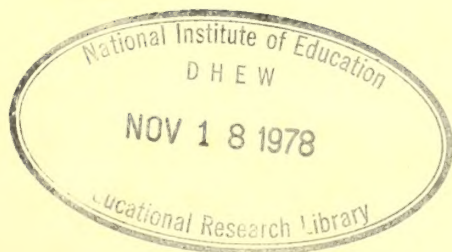
**Evaluation of
ESEA Title I Projects
in New York City
1967-68**



Project No. 0368

**MORE
EFFECTIVE
SCHOOLS**

**by David J. Fox, Lorraine Flaum,
Frederick Hill, Jr., Valerie Barns
and Norman Shapiro**



December 1968

The Center for Urban Education



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MORE EFFECTIVE SCHOOLS PROGRAM

David J. Fox, Lorraine Flaum,
Frederick Hill, Jr., Valerie Barnes, and Norman Shapiro

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1967-68 school year.

Educational Research Committee

December 1968

ACKNOWLEDGEMENTS

The several facets of this evaluation of the More Effective Schools program during 1967-68 were supervised by different members of the staff. The Evaluation Chairman had overall supervisory responsibility, including the design of the study and the preparation of this final report. Lorraine Flaum supervised the in-class observations phase, and the oral reading task, including the analysis of these data and the preparation of the draft of the chapters based on them. Frederick Hill, Jr. was in charge of the surveys of teacher and parent opinion, from the development of the instruments through data collection and analysis and the draft of the chapter, and Valerie Barnes had similar responsibility for the study of in-class activities. Norman Shapiro was responsible for the study of verbal fluency, working with the Evaluation Chairman on the revision of the instruments and supervising the testing sessions in schools, and Bert Diamant supervised the analysis of these data.

David J. Fox
Evaluation Chairman

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CHAPTER I

INTRODUCTION

The evaluation of the 1967-68 More Effective Schools program was conducted by the Center for Urban Education for the New York City Board of Education under funds made available under Title I of the Elementary and Secondary Education Act. This program, hereafter referred to as the MES program, has been under way in New York City since September of 1964, when it began in 10 schools. In September of 1965 an additional 11 schools were added to the program. These 21 schools have continued as ME schools during the school years beginning in September 1966 and 1967, with no additional schools added to the program.¹ As most readers of this report will remember, the expansion of the More Effective Schools program was one of the major points of difference in the dispute between the United Federation of Teachers and the New York City Board of Education during the summer and fall of 1967. The terms of the settlement of that dispute called for no expansion of the program for the academic year 1967-68, but also ruled out curtailment of the program in the academic year of 1968-69. In addition, the settlement called for the establishment of a Committee to recommend ways in which an earmarked fund of \$10,000,000 could most effectively be spent on special programs at the elementary school level. That Committee had also studied the MES program, among other programs, and had issued its own report.² The reader is alerted to the fact that this current report bears no relationship to the work of the Committee, and is based on the completely independent evaluation study conducted for the purposes of the annual evaluation of projects financed under Title I funds.

The More Effective Schools program was originally detailed in a Report to the Superintendent of Schools from a Joint Planning Committee established by then Superintendent of Schools Calvin Gross.³ This Committee, charged with the responsibility "for setting up a program for more effective schools,"⁴ recommended a multifaceted program involving basic changes in four areas, "pupils and curriculum. . . personnel. . . school plant and organization. . . (and) community relations."⁵ Within these areas, the report went on to detail twenty statements to guide policy in establishing the program, involving such specifics as selecting participating schools to maximize the likelihood of integration, setting a maximum class size of 22, providing teacher specialists, grouping classes heterogeneously, instituting team teaching, and emphasizing school-community relationships.

¹These 21 schools have continued as the ME schools for the 1968 school year.

²Final Report, Committee on Experimental Program to Improve Educational Achievements in Special Service Schools. June 20, 1968, New York City Public Schools.

³Report of the Joint Planning Committee for More Effective Schools to the Superintendent of Schools, May 15, 1964, New York City Public Schools.

⁴Ibid, p.i.

⁵Ibid, p.ii, iii.

As noted earlier, the More Effective Schools program was first established in September 1964, in ten schools. These schools, therefore, have had the MES program for four full academic years and will be referred to in this report as the "Old" ME schools. The 11 schools added to the program in September of 1965, and in which it has been in existence for three years, will be referred to as the "New" ME schools.

The Evaluation of the More Effective Schools Program

In the history of educational programs there may well be none which has ever been evaluated to the same extent as the MES program. In the period since September 1964 through June of 1968, covering four academic years, this is the sixth formal evaluation of the program. In October 1965, the administrative staff of the program prepared a memorandum⁶ to the Superintendent of Schools reporting on the first year of the MES program. In August 1966, the Center for Urban Education reported the results of a limited evaluation it conducted at the conclusion of the 1965-66 school year.⁷ In September 1966, the Bureau of Educational Research of the Board of Education reported the results of its evaluation of the MES program for this same 1965-66 school year.⁸ In September of 1967, the Center for Urban Education issued an evaluation of the program covering the 1966-67 school year,⁹ and then in April of 1968, the Bureau of Educational Research issued a report covering the same period,¹⁰ but evaluating only progress in reading for those children who had been enrolled in the MES program either since October 1964 (in the old ME schools) or since October 1965 (in either the old or the new ME schools).

The formal evaluation of the MES program has been characterized by controversy as well as by a mass of evaluations. The controversies have been of all possible types. In one evaluation,¹¹ the professional staff disagreed among themselves sufficiently for the report to be issued with a minority dissent included. The professional staffs of different evaluations have also disagreed with each other, for the April 1968 report of the Bureau of Educational Research specifically takes issue with the conclusions drawn in the area of reading achievement by the Center for Urban Education evaluation of the program during the 1966-67 school year. And finally, proponents of the program have disagreed with aspects of the evaluations and with the actions taken by the Board of Education involving

⁶Memorandum on the first year of the More Effective Schools Program 1964-5 to Superintendent of Schools, New York City Board of Education, October 1965.

⁷The More Effective Schools Program, Center for Urban Education, New York, August 31, 1966.

⁸Evaluation of the More Effective Schools Program Summary Report, Bureau of Educational Research, Board of Education of the City of New York, September 1966.

⁹Expansion of the More Effective Schools Program, Center for Urban Education, September 1967.

¹⁰Measuring Pupil Growth in Reading in the More Effective Schools, Bureau of Educational Research, Board of Education of the City of New York, April 1968.

¹¹The More Effective Schools Program, Center for Urban Education, August 31, 1966.

the MES program, which they have attributed to the evaluations. This particular controversy was most completely summarized in the April 1968 issue of The Urban Review,¹² which published a special supplement containing two critiques of the Center for Urban Education evaluation and the response of the evaluation director.

In addition to the controversy surrounding these specific formal evaluations of the program, journals and newspapers have had several articles in which informal and personal appraisals of the MES concept as well as the program have been stated, attacked, and defended.¹³ To this evaluation team, the history of controversy in the efforts to evaluate the More Effective Schools program reflects three things. First, it reflects the strength of feeling that many people have about the program and their belief that it is one possible answer to the troubles besetting the urban public schools, particularly those located in so-called ghetto areas. Second, it reflects the fact that the data of educational research almost inevitably have sufficient ambiguity for alternate interpretations to be possible, so sincere people can see different conclusions in the same numbers. Third, it reflects the fact that to some people the MES program is so much a part of their belief system that they have little tolerance for any negative findings or comments about the program.

While we have no reason to believe that we can reach people referred to in this third point, we have considered the first two points in our planning of this evaluation and the preparation of this report. We met during the year with persons closely identified with the MES program in an effort to identify criteria that they felt should be considered in a balanced evaluation of the program, and added to our plans for data collection some of the specific suggestions made at these meetings.¹⁴ In the preparation of this report we have tried to present the data in sufficient detail to permit any reader to draw his own conclusions and make his own interpretations. Similarly, in the text of the report we have tried to distinguish between what would be considered the purely descriptive aspects of research writing, and the evaluative aspects of research writing.

¹²The Urban Review, April 1968.

¹³The most widely circulated of these exchanges were three articles in the New Republic, the first by Joseph Alsop advocating the MES program, the second by Thomas Pettigrew and Robert Schwartz, taking issue with Mr. Alsop, and the third, Mr. Alsop's rejoinder. These were later published as a paperback book.

¹⁴It should be made clear here at the beginning of this report that the meetings were only intended to yield suggestions for criteria. The ways in which the criteria were operationally defined and the data collected and analyzed were completely the responsibility of the evaluation team. Those with whom we met are under no obligation to agree with our application of their suggestions or our interpretation of the data.

CHAPTER II

PROCEDURE

OVERVIEW

The 1967-68 evaluation of the MES program had five major foci: First, the evaluation was designed to summarize the facilities and staff provided by Title I funds and to bring up to date the extent of implementation of the specific recommendations made in the Planning Committee Report. This aspect of the MES program was last studied in the 1966 report of the Bureau of Educational Research.¹

Second, the evaluation was intended to estimate the effectiveness of the functioning of the ME schools in 1967-68, by comparing evaluative ratings and a survey of activities obtained for these schools to three kinds of data: 1) data obtained in the same schools in 1966-67; 2) data obtained in the officially designated "Control" schools for the MES program; and 3) data obtained in a sample of Special Service schools selected by evaluation staff.

Third, the evaluation was designed to provide estimates of the impact of the program on children in five areas: 1) achievement in reading on both formal standardized tests and informal textbook reading tests; 2) achievement in arithmetic on standardized tests; 3) verbal fluency on measures of the child's ability to understand and to speak fluent English; and both 4) self-perception and 5) control of environment, on a self-appraisal inventory. Fourth, the evaluation sought information from teachers on aspects of role perception and decision-making; and fifth, it sought to survey parent opinion of the program in the child's ME or non-ME school.

THE SAMPLE AND RESEARCH DESIGN

The basic sample for this evaluation involved 30 schools: the 16 (of 21) ME schools which were funded under Title I; 7 Control (C) schools which had been paired with 7 of the ME schools by the Bureau of Educational Research in 1965-66, using ethnic composition as the variable for pairing; and 7 Special Service (SS) schools paired by evaluation staff with the 7 ME schools for which no control school had been designated, using both ethnic composition and neighborhood as the variables for pairing.² The other 5 ME schools are included only within the data presented on standardized tests of reading and arithmetic when making comparisons with previous years.

¹ Bureau of Educational Research, 1966, op.cit.

² Nine schools had been originally designated as Control Schools. But in 1966-67 one principal declined to participate in these evaluations. Another control school is paired with a school not among the 16 funded under Title I. Of the two ME schools not paired with a Control or Special Service school, one has only early childhood grades, and there was no comparable school to pair with the other.

Within schools, different grades were studied for various aspects of the study. In-class observations were conducted across all grades, from prekindergarten to fifth or sixth grade, whichever was the highest grade in the school. Data from standardized tests of reading are available from, and will be presented for, grades two through six. Data from standardized tests in arithmetic are available from and will be presented for grades three, four, and six. The informal textbook reading test and the tests of verbal fluency were administered in grade three, and the self-appraisal inventory in grade five. Parents invited to share their opinions with us were all the parents of children in grades three and five, while all teachers and specialists in each school were invited to participate in the role and decision-making study. Further sampling was done within grades for the separate phases of the study, and this sampling will be discussed with each phase later in this chapter.

Design

The design of the study was a simple comparative survey design, in which all data collection activities conducted in the ME schools were replicated in the Control and Special Service schools. Not only were these activities replicated, but the same staff was used for all data collection in the three different settings.

Figure 1 describes the five major foci of the evaluation, listing the instruments used, the data collectors, and the grades involved in each aspect. As can be seen within the Figure, the five foci of the study involved 15 different instruments, 6 administered or completed by school staff and 9 completed or administered by members of the evaluation team.

INSTRUMENTS

The Facilities Questionnaire (Instrument 1)

To estimate the extent to which the ME schools have used their facilities in ways suggested by the proposal that established the program, and the extent to which they have received supplies and staff as allocated in the 1967-68 ESEA Title I proposal, a questionnaire was developed and sent to all 16 participating ME schools. This questionnaire asked the principal or his representative to indicate the kinds of facilities and services the school provided to the school under Title I funding.

The Activity Study Instruments (Instruments 2 and 3)

The Activity Study was initiated to determine, by means of a day-long observation, which activities occurred in a sample of ME, C, and SS classes. To that end, two observation instruments were constructed, copies of which are found in the Appendix.

Activity Description Form. The primary observation form was designed to record the type of ongoing activities; the teachers present in the classroom; any evidence of departmentalization; the number of levels of instruction; the type of group of children present in the room and the

FIGURE 1

ASPECTS OF EVALUATION BY INSTRUMENT, DATA COLLECTOR, AND GRADE(S) INVOLVED

<u>Focus and Aspect</u>	<u>Instrument Used</u>	<u>Instrument Completed by or Administered by</u>	<u>Grades Covered</u>
I. Implementation of Program	1. Facilities Questionnaire	School Administrative Staff	Pre-K through 6
	2. Activity Description Form	Observational Team of Graduate Students in Psychology and Education (OTGS)	3 and 5
	3. Classroom Interruption Schedule	OTGS	3 and 5
II. Effectiveness of Functioning	4. General School Report (GSR)	Observational Team of Educators (OTE)	Pre-K through 6
	5. Individual Lesson Observation Report (ILOR)	OTE	Pre-K through 6
III. Impact on Children			
a. Reading	6. Subtest in Reading (MAT)	Classroom Teachers	2 through 6
	7. Oral Reading Task OTE		3
b. Arithmetic	8. Subtest in Problem Solving and Concepts (MAT)	Classroom Teachers	3
	9. Subtest in Problem Solving of Iowa Basic Skills	Classroom Teachers	4 and 6

FIGURE 1 (Continued)

ASPECTS OF EVALUATION BY INSTRUMENT, DATA COLLECTOR AND GRADE(S) INVOLVED

<u>Focus and Aspect</u>	<u>Instrument Used</u>	<u>Instrument Completed by or Administered by</u>	<u>Grades Covered</u>
III. Impact on Children (Continued)			
c. Verbal Fluency	10. Understanding of Spoken English (USE)	Testing Team of Graduate Students (TTGS)	3
	11. Ability to Speak English	TTGS	3
d. Self Perception	12. Self Perception Inventory	Field Team of Parents	5
e. Control of Environment	Self Perception Inventory	Field Team of Parents	5
IV. Teacher's Perceptions of Roles and Decision-Making	13. Role Description Questionnaire	Teachers, Specialists, and Administrators	Pre-K through 6
	14. Decision-Making Inventory	Teachers, Specialists, and Administrators	Pre-K through 6
V. Parent's Opinions	15. Parent Questionnaire	Field Team of Parents	3 and 5

supervisor of the activities. All possible entries for each of the above categories were coded so that all notations on the observational form followed the code enumerated on an accompanying code sheet.

Classroom Interruption Schedule. Entries on the second observational instrument consisted of a numerical account of persons, i.e., children and staff, entering and leaving the classroom. Therefore, with the exception of bathroom visits and "drinks of water," every departure from and entry to the room was recorded consecutively throughout the day. Whenever possible, the destination of the departure or the reason for the entrance was determined.

During the actual school visit, the observer always remained with the entire class and travelled with it for extra-classroom activities. In situations where the class was split into more than one group, the observer remained with the majority of the children, so that he was always able to record, by direct observation, what the majority of children were doing.

Prior to the use of the forms in the actual observations, a team of several ME evaluation staff members completed a pilot test of the two observation forms in two ME schools not included in the 1967-68 study. Independent observations were done and observer agreement was high. Therefore, only slight modifications were necessary for the instruments, and no further pilot testing was done. All observers were trained in the use of the instruments prior to being sent to observe.

Selection and training of observers. Because of the nature of the Activity Study observations, which involved detailed and almost continual recordings, observers were selected on the basis of previous elementary school teaching experience and/or observational experience. Therefore, all of the 11 observers were either former teachers or graduate students attending the City College Graduate School of Education.

Prior to the beginning of the study, an afternoon training session was held to familiarize and train the observers with the instruments. Following each observer's first school visit, an individual and extensive review of his observation was conducted.

Selection of classes. It was decided that two third- and two fifth-grade classes in each school would be observed. The project coordinator randomly selected from the school organization sheets one class at each of the two grade levels, while the principals of each school chose the remaining two classes to be observed, after being informed of the classes we had selected. Thus, usually four classes in each school were visited on the same day, with one observer per class. In ME schools, 26 third-grade and 26 fifth-grade classes were seen; 13 third-grade and 12 fifth-grade classes in the Control schools were visited; and 13 third-grade and 13 fifth-grade classes in the SS schools were observed, for a total of 103 classroom observations.

Principals were notified concerning the observation approximately five days in advance. Subsequent to the selection of the classes, each

of the teachers involved was sent a letter from the Evaluation Chairman describing the purpose and nature of the observation. (A copy of this letter can be found in the Appendix.) Since the observer followed the class for the entire day, all efforts were made to reduce interference with the routine of the class and inconvenience to teachers and so observers were instructed to remain as discrete from the class as possible.

The General School Report (GSR) (Instrument 4)

The General School report³ was a structured observation guide completed by the observers at the end of the day in school. It had specific rating scales, and from these, data were developed for the evaluation of overall school functioning.

The Individual Lesson Observation Report (ILOR)(Instrument 5)

This instrument was completed by the observers and is a simple structured observation guide which provides the observer with the dimensions of the classroom and lesson to be observed and asks the observer to rate each dimension, typically along a five-point scale ranging from "outstanding" to "poor" through a midpoint of "average."⁴ Each ILOR was completed at the end of a classroom observation of approximately 45 minutes. The data from the ILOR provide the basis for the evaluation of teacher and pupil in-class functioning, and contribute to the data base for the analysis of overall school functioning.

The ILOR was adjusted for the early childhood grades to meet the relatively unstructured form on instruction. It was divided into two parts. The first section dealt with the overall pupil and teacher functioning and the second rated each activity observed during the visit. Table 1 shows number of classes observed.

Classroom and school observations were conducted by 23 educators selected from the faculties of several local colleges and universities and independent private schools. Those who visited the prekindergarten through first-grade classes were early childhood specialists. All the observers had current active contact with urban school systems, particularly that of New York City. Since it was determined in the MES study of 1966-67 that there was no qualitative difference in the evaluations conducted by educators or social scientists, no distinction was made between the two types in this report.

The observations were conducted by a team of two educators. The same observers were used throughout the evaluation study period, thus enabling them to visit an ME school and its control. An orientation session was held for all observers prior to the first school visits. At this time the purpose of the study was explained and the instruments to be used were distributed and reviewed. There was continuous communication

³

This instrument is discussed at length in the 1967 MES evaluation of The Center for Urban Education.

⁴

A complete discussion of the content and technical characteristics of the ILOR appears in the 1967 MES evaluation of The Center for Urban Education.

with the observers throughout the study by both personal visits and a specially installed telephone line. This minimized the necessity of their making on-the-spot decisions and enabled the project staff to benefit from the observers' on site suggestions.

TABLE 1
NUMBER OF CLASSES OBSERVED
BY GRADE AND SCHOOL TYPE
FOR EVALUATION OF IN-CLASS INSTRUCTION

<u>Grade</u>	<u>School Type</u>		
	<u>ME</u>	<u>Control</u>	<u>Special Service</u>
Pre-K	32	7	8
K	32	17	16
1	32	17	17
Total Early Childhood	96	41	41
<hr/>			
2	20	11	8
3	19	9	9
4	18	8	10
5	19	9	10
6	13	4	5
Total Elementary	89	41	42
<hr/>			
All Grades	185	82	83

Instrument 6 is the subtest in Reading of the M.A.T. battery.

The Oral Reading Task (Instrument 7)

The staff wished to have an alternative basis for determining the comparative ability to read and comprehend what was read of children in the ME schools and the other schools studied in this evaluation. It was decided to use an oral reading task, in which the child would, in an individual testing situation, be given a short passage to read after which

he would be asked to answer four questions about the passage. The questions were designed to test for comprehension of vocabulary used in the passage, direct understanding of the passage (a question which could be answered in the words of the passage) and indirect understanding (a question which could not be answered in the words of the passage but the answer was provided by the passage) and inference beyond the passage. Passages were selected from readers supplied by a principal of a school near The City College and were deliberately chosen from among readers not now widely used to reduce the possibility that any of the children would be asked to read a passage they had read or studied in school.

Children were selected for this test from the third grades of the ME schools. To provide a basis for selection, the reading grades for April 1967, when the children had completed the second grade, were used to stratify this population of third graders into three levels: children reading at or near ($\pm .2$) grade level, children below, and children above, grade level. An additional criterion for selection was an unbroken school career of three years for "Old" MES and two years for "New." The children in matched schools had comparable school records. Within each level the children were selected randomly. An MES sample of 96 children was selected and a child of the same sex in the third grade of the comparable Control or Special Service school with comparable second grade reading level was selected as a match and also tested. Because a pair was lost if either child could not be tested, the final sample consists of 60 pairs of children.

The reader should understand that this oral reading task was intended to serve a comparative purpose only, and the data will be used only to compare the children in the ME, Control, and Special Service schools. It was not intended, and will not be used, to provide any substantive estimate of the reading level of the children, and should not be confused with oral reading tests which do provide such estimates. Moreover, since no reliability data are available for the task, only a gross level of comparison is appropriate.

Instrument 8 is the subtest in Arithmetic Problem Solving and Concepts of the MAT battery.

Instrument 9 is the subtest in Problem Solving of the Iowa battery.

Verbal Fluency (Instruments 10 and 11)

Because of the emphasis in the MES proposal and program on increasing children's verbal fluency, the staff sought to obtain some estimate of the children's ability to understand when spoken to, as well as their ability to speak. To these ends, two tests originally developed for use in New York City by the staff of The Puerto Rican Study⁵ were revised and adapted for use in this evaluation.

⁵The Puerto Rican Study, New York City Board of Education, 1957.

Understanding. To estimate the child's ability to understand when spoken to, the USE test (for Understanding of Spoken English) was revised. The USE test involves presenting the child with a picture of a complex scene and then asking him to identify specific things in the picture as well as to respond to questions about the picture. All of the stimulus material is on tape, so that the verbal stimuli presented are constant. The test yields two subscores, one considered a vocabulary score (based on the number of items correctly identified), the other a concept score (based on the number of questions correctly answered). For this evaluation two pictures were used, a classroom and a city street scene.

The test was originally developed for use with children whose native language was not English, so while the revised test is similar in structure to the original, several new items were developed that were intended to raise the level of difficulty of the test for use with children whose native language was English. The level of difficulty of the new items was estimated by trying out several such items with third grade children in schools not involved in this evaluation. The reliability of the test was estimated by the split-half procedure using the data from a randomly selected sample of children tested during the evaluation. For two samples of 100 children these estimates when adjusted for length of test by the Spearman-Brown prophecy formula are .84 and .82, satisfactory for research and evaluation purposes.

The verbal fluency subtest in understanding was administered in grade 3 of all 15 ME schools but because of the limitations of time could only be administered in grade 3 in 13 of the 14 Control and Special Service schools. Seventy classes, totaling 1,256 children, were tested in the ME schools, 22 classes and 654 children in the Control schools, and 27 classes with 754 children in the Special Service schools.

Speaking. To test the child's ability to speak English, the staff used the technique used in the Puerto Rican study of showing the child a picture of a familiar scene filled with people and activity and asking him to tell what he "saw in the picture, and what the people in the picture were doing." To this we added a request for the child to select some one element or person in the picture and tell a story about that person or element. The picture used was of children and adults playing in a city park, with the apartment buildings and streets surrounding the park visible in the distance. The test was administered to children in the same schools and classes which were being tested for understanding. Each child was tested individually and his response was recorded on tape. Since the Speaking test was an individual test, it could only be administered to 226 children in the ME schools, 79 in the Control schools and 79 in the Special Service schools.

The test was scored to yield a count of the number of items the child correctly identified, and the number of identifications he qualified with some adjectival word or phrase. Two different efforts were made to rate the recordings of the stories for fluency of speech, but each time the speech consultants reported that, within the limits set by listening to the taped stories, they could not develop scales with any power to

discriminate levels of fluency. Typically, most children scored at or near the top of the prototypes of the scales developed, which the consultants attributed to the fact that most children developmentally reached and exceeded the levels of discrimination possible when rating the fluency of taped speech samples. The alternative available was to analyze the fluency of transcriptions of the taped samples, but time and budget did not permit this analysis. Therefore, only the first two scores will be reported.

No estimates of the reliability of the Speaking test are available, and so here, too, only overall comparisons will be made.

Self-Perception Inventory (Instrument 12)

The evaluation of self-image was based on categories devised and used by Jersild⁶ in evaluating data collected for his study on self-acceptance. Jersild's data were collected from compositions written by students which described "What I Like About Myself" and "What I Dislike About Myself."

Care was taken in the process of constructing the instrument to exclude any items that might be considered an invasion of privacy. In fact, after careful consideration it was decided not to administer the second half of the original inventory⁷, which was intended to obtain student opinions on some potentially controversial educational issues. These items were identical to a selected number of items contained in the parent questionnaire, and the original intent was to compare child and parental opinion. To administer this inventory, the evaluation staff recruited a team of parents of children in the participating schools. Through the cooperation of the Parent Association in each school, parents were informed of the opportunity to work for the project as data collectors. Those who expressed interest were invited to an orientation and training session conducted at The City College and were then scheduled for these data collection sessions. In all, some 62 parents participated in this phase of the project data collection.

Reliability and Validity of the Self-Image Inventory. The categories used in the self-image inventory derive from Jersild's study using a free-response instrument to determine what kinds of things children considered in talking about and evaluating themselves. It should be recognized that the populations used by Jersild were not directly comparable to the MES, C, and SS children, and that some items were eliminated because they might be considered an invasion of privacy. This inventory was administered to 1,046 ME, 605 C, and 144 SS school fifth graders.

Reliability of this instrument was determined by correlating the number of positive choices made by children on the odd and even numbered items. When adjusted by the Spearman-Brown prophecy formula a reliability estimate of .81 was derived for the total instrument.

⁶ Arthur T. Jersild, In Search of Self. Pp. 135-141, Teachers College Bureau of Publications, New York, 1962.

⁷ The complete instrument appears in Appendix B.

Survey of Teacher Opinion

Since the 1966-67 evaluation indicated near unanimous approval and enthusiasm for the MES program among teachers, in the 1967-68 survey it was decided to ask teachers to consider two other aspects of school functioning: role perceptions and decision-making.

Role-Description Questionnaire (Instrument 13)

In an effort to obtain insight into the perceptions teachers and specialists have of the specialist's role, a role-description questionnaire was developed. The questionnaire was a simple descriptive form that asked the respondent to indicate the responsibilities he attributed to the role and then to rank these for importance and for the time actually devoted to each by the specialist holding that role in his school.

The role-description questionnaire was composed of four sets consisting of the following role combinations: 1) Administrative Assistant, Community Relations Coordinator, and Social Worker; 2) Audiovisual Teacher, Community Relations Coordinator, and Junior Guidance Teacher; 3) Auxiliary Teacher, Corrective Reading Teacher, and Guidance Counselor; and 4) Assistant Principal, Cluster Teacher, and Speech Teacher. Sets one and two were unique to MES, the other two sets were composed of roles commonly found in all the schools participating in the study. Some of these combinations were modified slightly in instances warranted by the school's staff make-up.

The percentage of questionnaire returns was generally poor. As a consequence, none of the non-MES data was utilized.

The Administrative Assistant, Auxiliary Teacher, Community Relations Coordinator, Corrective Reading Teacher, and Guidance Counselor questionnaire returns allow for sketchy descriptions of these roles as they are seen to function in an MES context.

Decision-Making Questionnaire (Instrument 14)

The survey of decision-making practices was conducted by developing a questionnaire which listed seven hypothetical decisions, selected from the kinds of problems reported by teachers in the 1966-67 evaluation of the MES program. Respondents were given a list of all possible participants (ranging from the Board of Education on down) and were asked to indicate who should participate in making the decision, who actually would participate in making such a decision in their own school, and who should and would make the final decision. Two forms of this instrument were developed, each containing nine decisions.

Administering the Teacher Opinion Instruments

In late May and early June, both the Role-Description Questionnaire and the Decision-Making Questionnaire were deposited in the mailboxes of the faculty members of the ten ME and ten non-ME schools selected for this phase of study. Each MES faculty member was given a return envelope, a

Role-Description Questionnaire set and either Form I or Form II of the Decision-Making Questionnaire. Each non-MES faculty member received either a Role-Description Questionnaire set or Forms I and II of the Decision-Making Questionnaire as well as a return envelope.

Parent Questionnaire (Instrument 15)

To estimate parental evaluation of the educational program, a questionnaire was developed that provided the parent with the opportunity to rate the school his child attended in comparison to other schools in the neighborhood and city, and to evaluate the MES program as he knew it. A second and physically separate section sought to survey parental opinion on some current educational issues.

When the teacher questionnaires were delivered to the ten ME and ten non-ME schools, letters were delivered to parents asking them to come to school on a given day to help take part in the evaluation of their child's school. The principals of each school were asked to distribute the letters to each child in the third and fifth grades.

On the designated day, a team of interviewers (themselves parents) arrived in each school to administer the parent questionnaire, Part I. The opinions of 89 MES and 34 non-MES parents were sampled. These parents, in addition, were given return envelopes and Part II of the parent questionnaire to fill out and mail at their leisure. Insufficient returns of these data preclude their inclusion as part of this report.

CHAPTER III

IMPLEMENTATION OF THE MES PROGRAM

One phase of the 1967-68 evaluation of the MES program was to bring up to date the extent to which certain elements of the original MES program, last evaluated for the 1964-65 school year in the 1966 Board of Education MES evaluation have been implemented. To do this the Facilities Questionnaire was sent to each of the 16 schools in the sample. All but one of the schools completed and returned the questionnaire; therefore, unless otherwise noted, all data were based on the 15 schools responding.

Provision of Education for Three- and Four-Year-Olds

According to the 1967-68 project proposal for the MES program the 15 ME schools were allotted 54 teaching positions, 34 teacher aides, 19 family workers, 15 family assistants, and 35 other teaching personnel for the development of prekindergarten classes. Enrollment was expected to total 1,017 pupils for 16 schools.¹ The 15 schools reported total enrollment of 787 pupils in prekindergarten, somewhat less than expected even if allowance is made for the sixteenth school. No classes for three-year-olds were reported. There were 57 classes for four-year-old children with a median of 14.9 children in each class (see Table 2). Although, as Table 2 indicates, there was variation from school to school, this number of classes (57) is close to the number of teaching positions allocated (54).

For these same schools, the 1966 MES study recorded two classes for three-year-olds (in one school) and 62 classes for four-year-olds with a comparable number (15) of children in each class. Thus there has been a slight decline in the facilities offered to the three- and four-year-old children.

Utilization of School Facilities

The earliest time at which a teacher was on duty in the schools ranged from 8:00 A.M. to 8:30 A.M., with one school reporting that its teachers did not have pre-class duty. The morning session started at 8:30 for two of the schools and at 8:50 for another two schools, with the remaining eleven beginning at 8:40 A.M. Eighty per cent of the schools closed their regular session at the same time every day with the majority (64 per cent) closing at 3:00 P.M. Otherwise the closing time ranged from 3:00 to 5:00 P.M.

The 1966 report stated, "All schools in the More Effective Schools Program are actually open from 8:40 A.M. to 5:00 P.M. From 8:40 to 3:00 the children attend the regular school session; from 3:00 to 5:00 the After School Study Center takes over."² This was still true in 1968, except for the two schools that opened at 8:50 A.M.

¹This was reported only as a total and so the estimate for the 15 responding schools could not be determined.

²Evaluation of the More Effective Schools Program Summary Report, September 1966, Op.cit.

TABLE 2

COMPARISON OF NUMBER OF PREKINDERGARTEN CLASSES AND
NUMBER OF PREKINDERGARTEN TEACHERS, AS DESCRIBED IN
BOARD OF EDUCATION MES PROJECT PROPOSAL, BY SCHOOL

<u>School</u>	<u>Number of Prekindergarten Teachers Allotted in Proposal</u>	<u>Number of Prekindergarten Classes Reported</u>
1	1	2
2	4	4
3	2	4
4	3	0
5	4	4
6	4	4
7	2	4
8	2	1
9	2	4
10	12	12
11	4	4
12	4	4
13	2	4
14	4	4
15	<u>4</u>	<u>2</u>
Total	54	57

In answering the questionnaire, 93 per cent (all but one) of the schools reported that all classrooms were fully utilized for instructional purposes during regular school hours. Other times during the week that the schools could have been utilized were broken down into the following three time periods: 3:00 - 5:00 P.M., 5:00 - 7:00 P.M., and 7:00 - 10:00 P.M.

From 3:00 - 5:00 P.M. four schools utilized "one-half" of the physical capacity of the school and 11 schools utilized "some, but not half." However,

from 5:00 - 7:00 P.M. only two schools used "some" of the physical capacity of the school, and the remaining 13 schools (87%) did not make any use of the school's capacity. From 7:00 - 10:00 P.M., 11 schools utilized the physical capacity of the school to "some" extent and four did not use the school at all.

On Saturdays, seven schools were utilized to "some" extent and eight schools were not, while on Sundays, only one school was used to "some" extent.

During the summer, some of the schools were used as Summer Day Schools and/or Summer Day Camps. It is disappointing to note, however, that in no case was the full capacity of the school used for Summer School, and in only two schools was this full capacity used for Summer Camp. "Half" of the physical capacity of five schools was used for Summer School and another third of the schools were utilized to "some" extent. The remaining third were not used at all for Summer Day Schools. Half of the physical capacity of one of the schools was used for Summer Camp while 40 per cent (6) of the schools were used to some extent. In another 40 per cent of the schools there was no Summer Day Camp.

Efforts to Overcome Pupil Mobility

One of the original goals of the MES program was to overcome the effects of pupil and family mobility and to encourage pupils to remain in their schools. This was to be accomplished through cooperation with social agencies and adjustment in the present transfer regulations. Seventy-three per cent of the schools reported that they have made attempts to retain pupils after their families have moved to a different neighborhood. In the 1966 report on MES, the Board of Education stated that this could not be implemented for several reasons, among them the fact that apartments were not available in the same area and the lack of reasonable bus transportation for those pupils who moved out of the area. Thus there has been some progress in developing plans to achieve this goal, but no real achievement in the sense of retaining pupils in numbers sufficient to talk about reducing mobility.

Affiliations with Local Colleges and Universities

None of the ME schools is affiliated with a local college or university as an officially designated "campus school." However, 79 per cent of the schools have teacher training programs in conjunction with one or more New York City colleges, involving an average of 9.5 teachers per school and a total of 11 different colleges and universities. This is an increase in college affiliations, for the 1966 study reported affiliations with only six colleges and universities.

Implementation of Nongraded Bloc Teaching

According to the MES project application, 390 pupils were scheduled to be enrolled in nongraded blocs. However, not one of the 15 schools reported having any ungraded blocs of classes (one school qualified its response by reporting that it had ungraded blocs of classes for Junior

Guidance and CRMD classes). Although the nongraded bloc method had also been included in the 1965-66 MES program proposal, the 1966 evaluation reported a nongraded bloc in only one school -- and then only for five- and six-year-olds. Clearly this aspect of the program remains to be implemented.

Limitations on Class Size

Implicit in the MES concept is the limitation in size of classes and instructional groups. Classes are to be limited to 15 at the prekindergarten level, and thereafter to 22. The evaluation of the extent to which these limits are being practiced is based on data obtained by asking each observer to count the number of children in the room in the course of his ILOR observation. These data are presented in Table 3 for the early childhood grades and Table 4 for the elementary grades. The reader should be alert to the fact that the data in these tables refer to the size of instructional groups, not to the size of official class rosters (which were within the official limits). In a sense this is a more rigorous test of the extent to which the small size concept has been implemented since instructional groups were formed from more than one class. Even by this more rigorous test, the data indicate that the ME schools are limiting the size of groups within the guidelines established. Of the 102 prekindergarten lessons observed, only 8 per cent were taught to groups of more than 15, whereas 32 per cent of the 25 C, and 18 per cent of the 22 SS lessons at this level were taught to groups of 16 or more. At kindergarten and first grade, and at all other elementary grades as well, the limitation of 22 ME children was also observed except for an occasional single lesson or class. Thus the data indicate that this aspect of the MES program has been fully implemented in the actual practice of classroom instruction.

The data in Tables 3 and 4 also indicate that children receive instruction in small groups of 10 or fewer more often in the ME than in the C or SS schools in first and second grade, and in groups of 15 or fewer in the higher grades. For example, in kindergarten, where 53 per cent of the lessons were taught to groups of 10 or fewer in ME schools, only 15 per cent of the C school lessons and 19 per cent of the SS school lessons were.

Provision for Specialists

The MES project proposal stated the number of full time and part time specialists allocated to each of the 16 schools funded under Title I. Since each school was specified, total allocations could be determined for the 15 responding schools. Table 5 presents these numbers and the numbers currently in the schools. The table also presents the number of specialists added and the number lost for the 1967-68 academic year. The 1966 MES report listed the number of specialists for all 21 schools combined, so although the types of specialist can be compared (they were the same), the numbers cannot.

Overall, the table indicates that the schools reported more specialists on staff than allocated, i.e., 362 teaching specialists whereas only 285 were allocated. This discrepancy is attributable simply to confusion as to

TABLE 3

SIZE OF INSTRUCTIONAL GROUPS BY SCHOOL TYPE AND GRADE,
NUMBER AND PER CENT, EARLY CHILDHOOD GRADES

<u>Grade</u>	<u>Size</u>	<u>MES</u>		<u>C plus SS</u>		<u>C</u>		<u>SS</u>	
		<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
PreK	1-5	32	31	4	8	4	16	0	0
	6-10	22	22	18	39	8	32	10	46
	11-15	40	39	13	28	5	20	8	36
	16-22	8	8	4	8	4	16	0	0
	23+	0	0	8	17	4	16	4	18
Grade Total		102		47		25		22	
K	1-5	35	36	10	9	3	5	7	12
	6-10	17	17	10	9	6	10	4	7
	11-15	21	21	35	29	15	26	20	35
	16-22	26	26	39	33	29	49	10	17
	23+	0	0	23	20	6	10	17	29
Grade Total		99		117		59		58	
1	1-5	15	18	6	6	3	6	3	6
	6-10	23	28	12	12	9	18	3	6
	11-15	11	13	17	18	2	4	15	32
	16-22	34	41	36	37	25	50	11	24
	23+	0	0	26	27	11	22	15	32
Grade Total		83		97		50		47	

TABLE 4

SIZE OF INSTRUCTIONAL GROUPS BY SCHOOL TYPE AND GRADE,
NUMBER AND PER CENT, ELEMENTARY GRADES

Grade	Size	MES		C plus SS		C		SS	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
2	1-10	6	27	2	10	0	0	2	25
	11-15	6	27	2	10	1	8	1	12
	16-22	9	41	7	35	7	59	0	0
	23+	1	5	9	45	4	33	5	63
Grade Total		22		20		12		8	
3	1-10	3	14	2	9	1	10	1	8
	11-15	8	38	0	0	0	0	0	0
	16-22	10	48	7	32	3	30	4	33
	23+	0	0	13	59	6	60	7	59
Grade Total		21		22		10		12	
4	1-10	4	22	0	0	0	0	0	0
	11-15	3	17	0	0	0	0	0	0
	16-22	9	50	10	53	2	25	8	73
	23+	2	11	9	47	6	75	3	27
Grade Total		18		19		8		11	
5	1-10	4	19	3	14	2	22	1	8
	11-15	7	33	2	10	0	0	2	17
	16-22	9	43	7	33	1	11	6	50
	23+	1	5	9	43	6	67	3	25
Grade Total		21		21		9		12	

Table 4 (Continued)

Grade	Size	MES		C plus SS		C		SS	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
6	1-10	1	7	1	11	0	0	1	20
	11-15	2	14	1	11	1	25	0	0
	16-22	11	79	3	33	0	0	3	60
	23+	0	0	4	45	3	75	1	20
Grade Total		14		9		4		5	

which positions were supported by Title I funds and which by other budgetary sources.³ Generally, the more important finding, and the reason for this part of the evaluation, is that the ME schools do have the kinds of staff specialists necessary to implement the teaching, guidance, and supportive service components of the program.

The data in Table 5 also indicate that in 1967-68 the ME schools added no specialists and lost a total of 34 teaching specialist positions. These were primarily in the areas of speech (8), health counseling (7), audio-visual (4), and language resources (4).

Community Relations Coordinator

One role, that of Community Relations Coordinator, was chosen for special study. Twelve of the 15 schools had a coordinator; of the other three, one reported the use of the line for a different purpose and two stated that the line had not been filled. Twelve of the 13 schools with coordinators completed the form asking for how the coordinator used his time, and Table 6 summarizes these responses.

In these schools, on the average, the Community Relations Coordinator spent 29 per cent of his time out in the community and 71 per cent of his time in the school. Predominantly (31 per cent) the in-school time of the Community Relations Coordinator was spent on community oriented activities; other major activities were meeting with teachers (10 per cent) or other staff (11 per cent), clerical work relating to his job (8 per cent), and school related activities other than the above (11 per cent).

³This confusion was directly reflected in the fact that the schools reported 15 librarians supplied under Title I funds, when the proposal calls for none.

TABLE 5

SPECIALISTS ALLOCATED AND ON THE STAFF, AND CHANGES IN
1967-68, 15 ME SCHOOLS ONLY

Position	Number Allocated	Number Now on Full Time Staff	Number Now on Part Time Staff	Number Added in 1967-68	Number Lost In 1967-68
<u>Teaching Specialists</u>					
Cluster	145	213	0	0	2
Music	14	14	0	0	0
Art	9	9	0	0	1
Reading Improvement	7	8	0	0	1
Corrective Reading	1	13	0	0	0
Language Resources	6	5	0	0	4
Speech	4	4	2.4	.1	8
Science	4	5	0	0	1
Health Education	13	12	0	0	0
Health Counselor	5	3	0	0	7
Audiovisual	9	10	0	0	4
Industrial Arts	2	2	0	0	0
Junior Guidance	41	47	0	0	3
Attendance	10	2	0	0	3
Admin. Assistant	<u>15</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	285	362	2.4	.1	34
	—	—	—	—	—
<u>Service Specialists</u>					
Guidance Counselor	31	43	0	0	0
School Psychologist	12	12	1.6	0	0
Social Worker	<u>22.5</u>	<u>15</u>	<u>.8</u>	<u>0</u>	<u>0</u>
Total	65.5	70	2.4	0	0
<u>Other</u>					
Community Relations Coordinator	15	12	0	0	1

Overall, the Community Relations Coordinator on the average devoted 60 per cent of his time on direct community related activities, evenly divided between time in the community (29 per cent) and in school (31 per cent). The variation in the utilization of this staff position should also be noted, for the column on range indicates that within this average is a range of from as little as 10 per cent on direct community activity to 50 per cent.

TABLE 6

PER CENT OF TIME THE COMMUNITY RELATIONS
COORDINATOR DEVOTES TO VARIOUS FUNCTIONS
(N=12 ME Schools)

Activity	Mean Per Cent of Time Devoted to Activity	Range of Per Cent of Time Devoted to Activity
1) Out in Community	29	10 - 50
2) In School	71	50 - 90
a) On community oriented activities (e.g., meeting with parents)	31	10 - 50
b) Meeting with teachers	10	5 - 15
c) Meeting with other staff (i.e., administration, guidance counselor, etc.)	11	5 - 15
d) Completing clerical aspects of job	8	1 - 20
e) On other school related activities	11	0 - 20

Provision for School, Teacher, and Audiovisual Aides

On the Facilities Questionnaire, the schools were asked to indicate the hours allocated to them for four kinds of aides: school aides, teacher aides (separately for prekindergarten and kindergarten), and audiovisual aides. Table 7 summarizes the responses in comparison to the allocations proposed.

The total number of hours reported (129,908) is in excess of the number proposed (111,974), with all of the difference attributable to an excess in the number of school aide hours (44,848); this is only partially balanced by a lack of hours for kindergarten teacher aides (27,636 less). Obviously,

these terms and roles are interchanged in the interval between proposal and implementation. Moreover, the precision with which aides are supplied to specific schools as suggested in the proposal is also weak. For example, although the number of prekindergarten teacher aide hours closely approximates the number allocated, one school reported more than twice the number of positions allocated and another school, in the same borough, had only one-fifth the amount that it should have had. Similarly, at the kindergarten level three of the nine schools had their allocated number of kindergarten teacher aides. However, two schools had more than those allocated, and although 19 positions were proposed for the other four schools not one of the four reported any kindergarten teacher aides.

If the proposed allocations are to be taken seriously, then there were extreme deviations in 1967-68.

TABLE 7

HOURS OF AIDE TIME AVAILABLE,
MES ONLY¹

Position	Number of Hours			
	Proposed Per Year	Reported by Schools Per Year	Mean Per Diem	Range Per Diem
School Aide	43,700	88,548	52.3	12 - 76
Teacher Aide PreK	19,176	19,928	11.8	2 - 26
Teacher Aide K	46,248	18,612	12.0	0 - 36
Audiovisual Aide	<u>2,850</u>	<u>2,820</u>	1.7	0 - 5
Total	111,974	129,908		

¹Based on 9 schools which specified the number of hours allocated.

Provision of Audiovisual Materials

Table 8 shows the mean number of pieces of audiovisual equipment available in the schools and those added since September 1967. The only significant additions in 1967-68 were 53 tape recorders, 19 film strip viewers, and 14 cameras; only the tape recorders were widely distributed (11 schools). There was no comparable breakdown on equipment available in the 1966 MES report. It merely stated: "A complete range of audiovisual equipment was used by all schools in the More Effective Schools program," and listed the type of equipment without reporting the number received by the individual schools. The types of materials were similar to those on hand now.

TABLE 8

MEAN NUMBER OF PIECES OF AUDIOVISUAL EQUIPMENT
THAT THE SCHOOLS HAVE NOW AND NEW SINCE SEPTEMBER 1967
(N=15 Schools)

Equipment	Mean Number Have Now	Mean Number New Since September '67	Number of Schools Re- ceiving New Equipment	Total New Since 1967
Closed circuit television	0	0	0	0
16 mm. sound motion picture projector	5.3	0	0	0
Film strip projector	26.6	.3	1	5
Film strip viewers	23.9	1.3	2	19
Overhead projectors	13.0	.1	1	1
3 $\frac{1}{4}$ x 4 slide projectors	1.5	0	0	0
3 $\frac{1}{4}$ x 4 opaque projectors	2.7	0	0	0
Tape recorders (with ear- phone sets and connection boxes)	12.7	3.5	11	53 ^a
Phonographs	47.7	.1	1	2
Radio receivers	15.5	0	0	0
TV receivers	6.2	0	0	0
Cameras	5.7	.9	7	14
Other equipment	10.1	.1	1	1

^aOne school did not receive new tape recorders. However, it received 90 earphones and 25 connection boxes.

RESULTS

SECTION I

Elementary Grades: 2 through 6

CHAPTER IV

SCHOOL FUNCTIONING: ELEMENTARY GRADES

On the General School Report (GSR), and in a section of the Individual Lesson Observation Report (ILOR), the observers were asked to assess several aspects of each ME and Control or Special Service (C/SS) school as a total entity. An overall judgment was given in terms of the school's climate (as reflected in the attitudes of the administrative staff, teachers, supplementary staff, and pupils), and the school's physical attractiveness. An overall evaluation of program was obtained by asking observers their feelings about sending a child of their own to the school visited, and what they felt the cost of the pupil day they saw was worth, in comparison to the cost of a typical school day. They also enumerated the effective features they saw in each school as well as the problems they felt should be corrected. Finally, in the ME schools only, the observers were asked for an overall opinion of the MES program based on the supposition that the school they had just seen was typical of the MES program.

Climate and Attractiveness

Table 9 presents the data for the ten aspects of school climate and attractiveness studied. In comparing the ME schools to the C/SS, there were statistically significant differences in favor of the ME schools for seven of the ten overall characteristics.

Looking at the ME ratings, it can be noted that more than 50 per cent of the ratings were "above average" for all ten characteristics. In the C/SS classes this level of approval was reached for only three characteristics: the attitude of the administrative staff, the individual classroom teacher-pupil relationship, and the individual classroom's atmosphere in terms of warmth and discipline. These are the three characteristics for which there were no statistically significant differences between ME and C/SS.

Comparing 1967 and 1968 in Climate and Attractiveness, MES Only

Seven of the ten characteristics had been rated in the 1967 evaluation, and Table 10 presents the distributions of ratings for these seven for the two years. In comparing the data of 1967 to this year's, no significant difference was found in any of the seven evaluation aspects.

Observers' Overall Evaluation

Table 11 presents the data on the observers' overall evaluation. When asked their feelings about sending their child to the school they visited, the observers were more positive about the ME schools: 60 per cent of the observers were enthusiastic, or strongly positive, about the idea for the ME schools, compared to 35 per cent for the C/SS schools.

TABLE 9

DISTRIBUTION OF RATINGS OBTAINED ON GSR AND ILOR
FOR OVERALL FUNCTIONING, BY SCHOOL TYPE, IN PER CENT^a

Characteristic	Above				Average				Below			
	MES	C/SS	C	S	MES	C/SS	C	S	MES	C/SS	C	S
Attractiveness of building	67	29	21	36	20	29	29	29	13	42	50	35
Attractiveness of classroom	80	36	29	43	17	50	57	43	3	14	14	14
General school climate	80	36	29	43	17	53	57	50	3	11	14	7
Attitude of teaching staff toward children	76	36	29	43	17	50	50	50	7	14	21	7
Attitude of administration staff	79	59	43	77	21	30	43	15	0	11	14	8
Attitude of supplementary teaching and service staff	78	33	22	44	22	61	78	44	0	6	0	12
Attitude of children toward teaching staff	70	37	31	43	30	48	54	43	0	15	15	14
Overall teacher-pupil relationship	75	71	67	74	18	17	17	18	7	12	16	8
Classroom's appearance	51	25	30	20	40	55	51	60	9	20	19	20
Atmosphere in terms of discipline and warmth	51	58	51	65	41	30	35	25	8	12	14	10

^aThe basic number of observations for all Tables in this Chapter are as follows: for the GSR, 30 ME; 14 C; and 14 SS. Then for the ILOR, 96 ME; 43 C; and 48 SS. This latter set of numbers is slightly higher than the number of classes seen (Table 1) since on occasion an observer saw two lessons during a class and so completed two ILORs.

TABLE 10

DISTRIBUTION OF RATINGS OBTAINED ON GSR
FOR OVERALL FUNCTIONING, MES 1967 AND 1968, IN PER CENT

Characteristic	<u>MES Only</u>					
	Above 1967 1968		Average 1967 1968		Below 1967 1968	
Attractiveness of building	67	67	15	20	18	13
Attractiveness of classroom	85	80	10	17	5	3
General school climate	75	80	15	17	10	3
Attitude of teaching staff	70	76	26	17	4	7
Attitude of administration staff	74	79	18	21	8	0
Attitude of supplementary teaching and service staff	66	78	30	22	3	0
Attitude of children toward teaching staff	64	70	28	30	8	0

TABLE 11

OBSERVERS' OVERALL EVALUATION OF PROGRAM
IN TERMS OF VALUE OF PUPIL DAY AND PLACING OWN CHILD IN SCHOOL
OBTAINED ON GSR

Criterion	<u>1967</u>	MES	C/SS	<u>1968</u>	SS
	MES			C	
Own child in school -					
enthusiastic	57	60	35	31	38
accepting	33	30	30	31	31
rejecting	10	10	35	38	31
Worth of pupil day -					
Above average	40	59	18	0	36
average	35	27	53	64	43
below average	24	14	29	36	21

A similar finding is shown in the ratings the observers reported in answer to how much they thought the pupil day they saw was worth. Asked to evaluate the value of a pupil day in the school they had seen, assuming the pupil day in the average school costs 'x' dollars, 59 per cent said the MES day was worth more, a rating not one observer gave to a Control school and 36 per cent gave to the SS schools. Once more, going back to last year's study for the MES data only, there was no statistically significant change in either the worth of a pupil day or the observers' feelings about having their child sent to the ME school they had seen.

Effective Features and Problems

The observers were asked to single out the most effective feature in each classroom visited and then asked for additional positive aspects. In the context of comparing the ME and C/SS schools, whereas 0 per cent of the observers reported no single positive feature for MES, 25 per cent reported none for the C/SS schools. The single most effective features mentioned also differed in the ME and C/SS schools. The three given most often in the ME schools were "small classes" (23 per cent), "ability grouping" (16 per cent), and "the amount of materials available" (13 per cent). In C/SS schools the observers cited "the excellent teacher control for good class behavior" (21 per cent), the teacher-pupil relationship (14 per cent), and effective teaching (11 per cent).

Asked for secondary effective features, the observers in ME schools noted small classes again, the effectiveness of the specialists and auxiliary teachers, the teachers' relaxed attitude, and the use of teaching and audiovisual aids. In the C/SS schools, observers again listed effective teaching in addition to the pupils' positive attitude and the amount of available material.

When asked to describe the problems they discerned in the school visited, the observers noted more than twice as many for the C/SS schools as for MES (38 to 18). Among the problems pinpointed most often in the C/SS schools were ineffective teaching (6), large classes (6), teachers' rigid control (3), and poor pupil attitude (3). In the ME schools a few observers noted ineffective teaching (2), poor pupil attitude (2), a lack of individual attention (2), and scattered individual references.

Continuation of the MES Program

In Table 12 data are presented for the observer's recommendation on the MES program, made after the day in school. All the observers recommended that MES be continued, although a great majority wanted slight modifications. Three suggestions were made frequently: specialized teacher training to utilize more effectively the small classes available, more creative teaching, and a program to psychologically orient teachers going into "disadvantaged areas" in order to improve pupil-teacher relationships.

Part B of Table 12, which compares the data on this question for 1967 and 1968, indicates that in 1968 fewer observers felt that the program needed strong modification.

TABLE 12

OBSERVERS' RECOMMENDATION ON FUTURE OF PROGRAM;
IN PER CENT; (A) BY ME SCHOOL; (B) 1967-1968

<u>A</u>		
Response Category	Old	New
Retain as is	7	25
Slightly change	72	50
Strongly modify	21	25
Abolish	0	0
<u>B</u>		
Response Category	1967	1968
Retain as is	17	17
Slightly change	36	60
Strongly modify	47	23
Abolish	0	0

SUMMARY

The data in this area of overall school functioning are simple to summarize: by the criteria we used, the observers saw above average school functioning in the ME schools and consistent qualitative differences in favor of the ME schools. Consequently they felt that the school day was worth more and that they would be satisfied, and even enthusiastic, about sending their children to these schools.

CHAPTER V

TEACHER AND PUPIL FUNCTIONING IN CLASS: ELEMENTARY GRADES

On the ILOR, the observers were asked to rate in-class functioning in terms of what teachers did and how pupils functioned. In this chapter these data are presented first for the teacher and then for the pupil.

Teacher Functioning

The evaluation of teacher functioning presented here is based on data compiled from the two instruments the observers completed, the ILOR and the GSR. Fourteen specific aspects of teacher functioning were studied; eleven were concerned with the teaching process as related to academic instruction, and three with the teacher's verbal communication with the pupils. The data on these aspects¹ appear in Table 13.

Academic Instruction

Eleven of the items the observers rated pertained specifically to aspects of the teachers' academic instruction. Differences on these items between MES and C/SS were less pronounced than those reported in the previous chapter for overall school functioning. There were no significant differences in the pattern of ratings given ME and C/SS teachers in seven instances. For the other four aspects, the proportion of above average ratings was statistically significantly higher in ME schools than in C/SS schools. These four involved "discipline and control," the "amount of planning and organization evident in the lessons seen," the "extent to which the lesson referred to earlier work," and the "extent to which the lesson established a foundation for independent work."

For "overall quality of instruction," the observers rated half the MES lessons (52 per cent) above average, but the difference between MES and C/SS (42 per cent above average) was not statistically significant. For "depth of instruction" and the "extent to which the lesson laid a foundation for future work," nearly half (48 per cent and 46 per cent) of the ratings for ME schools were above average. The observers found that more than half the lessons they saw, regardless of school type, showed what they considered a below average level of "creativity and imagination," and "little or no use" of teaching aids.

Comparing 1967 and 1968 on Academic Instruction

In comparing the MES ratings of last year and this year in the area of teacher functioning (Table 14), the data were basically stable, for there were statistically significant differences in only four of the 11 aspects evaluated in both years. For three of these (amount of planning and organization, references to earlier material, and use of the children's background and experience) the 1968 ratings were more positive, while for the "level of creativity and imagination" evidenced in the observed lessons, the proportion of above average and average ratings dropped from 72 per cent to 50 per cent.

¹Data are presented for only two of the three items on verbal communication. Data for the item on "communication with non-English speaking children" are omitted since in at least four out of five classes there were too few non-English speaking children for this to be rated.

TABLE 13

DISTRIBUTION OF RATINGS OBTAINED ON ILOR AND GSR
FOR TEACHER FUNCTIONING, BY SCHOOL TYPE, IN PER CENT

Characteristic	Above				Average				Below			
	MES	C/SS	C	S	MES	C/SS	C	S	MES	C/SS	C	S
Overall quality of instruction	52	42	42	42	38	33	32	33	10	25	26	25
Amount of planning and organization	32	12	9	14	63	66	65	66	5	22	26	20
Level of creativity and imagination	24	12	14	10	26	26	21	31	50	62	65	59
Use of children's background and experience	32	28	39	18	48	46	39	51	20	26	22	31
Use of teaching aids	12	2	5	0	31	20	12	27	57	78	83	73
Extent of reference to earlier material	31	12	10	13	51	52	51	53	18	36	39	34
Extent to which lesson was foundation for future work	46	41	41	41	46	42	46	39	8	17	13	20
Extent to which lesson was foundation for independent work	35	17	10	23	43	50	52	48	22	33	38	29
Amount of material covered	39	26	26	27	48	49	49	49	13	25	25	24
Depth of instruction	48	32	37	29	36	42	36	46	16	26	27	25
Discipline and control	80	51	39	64	20	37	45	29	0	12	16	7
Overall handling of children's questions	45	33	32	33	22	27	23	30	33	40	45	37
Verbal communication with the children	91	88	83	92	5	10	12	8	4	2	5	0

TABLE 14

DISTRIBUTION OF RATINGS OBTAINED ON ILOR AND GSR FOR
TEACHER FUNCTIONING, MES 1967 AND 1968, IN PER CENT^a

Characteristic	<u>MES Only</u>					
	Above		Average		Below	
	1967	1968	1967	1968	1967	1968
Overall quality of instruction	46	52	34	38	20	10
Amount of planning and organization	20	32	51	63	29	5
Level of creativity and imagination	37	24	35	26	28	50
Use of children's background and experience	19	32	63	48	18	20
Use of teaching aids	6	12	38	31	56	57
Extent of reference to earlier material	18	31	62	51	20	18
Extent to which lesson was foundation for future work	34	46	57	46	9	8
Extent to which lesson was foundation for independent work	28	35	52	43	20	22
Amount of material covered	40	39	44	48	16	13
Depth of instruction	38	48	40	36	22	16
Discipline	75	51	23	41	2	8

^aThe data in this chapter are based on the basic N for the GSR and ILOR reported in Table 9.

Verbal Communication

The observers were asked to describe three phases of a teacher's communication with pupils: 1) overall handling of the children's questions, 2) the verbal communication with the children, 3) the verbal communication with non-English speaking pupils. As noted earlier, there were so few non-English speaking pupils in the classes seen that no meaningful ratings of the latter item could be generated. On the other two criteria (see Table 13), there were no statistically significant differences between the ME and the C/SS schools. In all schools the observers were impressed with the quality of the teachers' verbal communication with the children, for 83 per cent to 92 per cent of the ratings were above average. However, the observers were less often impressed with the handling of questions, for the distribution of ratings did not depart from chance expectation.

Lesson Effectiveness and Class Size

We asked the observers their judgment of what would have happened to the effectiveness of the lesson they had seen had the class size been changed. In the ME schools they were asked to hypothesize a larger number of pupils, and in the C/SS schools a lesser number. The observers in the C/SS schools reported that 75 per cent of the lessons they had seen would not have been any more effective in a smaller class. In ME schools, the observers felt that 80 per cent of the lessons witnessed would have lost effectiveness had the class size been larger. This was significantly greater than the 59 per cent who had said this in 1967, indicating that instruction had been adapted to utilize the potential of small class size to a greater degree this present school term than in 1967.

Use of Ability Grouping

Asked about the use of ability grouping in the schools, the observers reported its utilization in half the lessons seen in the ME schools (53 per cent), compared to one-fourth (26 per cent) of the lessons in the C/SS schools. The majority of the ability grouping in MES combined several classes across the grade, whereas in the C/SS schools almost all the ability grouping was done within the class unit. Comparing the 1968 findings to 1967, there was a 100 per cent increase in the use of ability grouping in ME schools this year; from 24 per cent of the lessons to 53 per cent.

Summary

Teacher functioning in all three kinds of schools was rated generally high. However, the observers noted the lack of creativity and imagination and the limited use of aids. Teachers were considered particularly strong in maintaining good classroom control, the depth of instruction, establishing a foundation for future work, and verbal communication with children. Considering both the comparison of ME and C/SS and the 1967-68 comparison within the MES program, the general finding on the 13 aspects of teacher

functioning evaluated is that the programs did not differ significantly (on 9 of 13), and that, in 1968, teachers functioned in the MES schools at levels no different than in 1967 (on 7 of 11). However, those differences which were noted were consistently indicative of more effective teacher functioning in the ME schools. The data on class size and grouping indicate that the teachers in the ME schools were taking advantage of the small class size and using ability grouping more consistently than they had in 1967.

Pupil Functioning

On the ILOR there were eight items in which the observers rated children's interest and enthusiasm in the lesson, comprehension of the teacher's word, verbal fluency, and relationship with their peers. These data are presented in Table 15.

TABLE 15

DISTRIBUTION OF RATINGS OBTAINED ON ILOR FOR
PUPIL FUNCTIONING, BY SCHOOL TYPE, IN PER CENT

Characteristic	Above				Average				Below			
	ME	C/SS	C	S	ME	C/SS	C	S	ME	C/SS	C	S
Children's interest and enthusiasm	54	51	48	54	17	13	12	15	29	36	40	31
Children volunteered in response to teacher	41	40	43	37	24	24	21	28	35	36	36	35
Children raised questions	6	0	0	0	4	3	3	2	90	97	97	98
Overall participation of children	76	66	61	71	8	15	14	17	16	19	25	12
Children's general understanding of teacher's word	88	85	77	92	7	10	12	8	5	5	11	0
Overall verbal fluency of children who participated	75	62	69	54	25	30	28	32	0	8	3	14
Verbal communication among the children	69	41	57	30	31	39	43	37	0	20	0	33
Overall relationship among the children	88	80	79	82	10	17	16	18	2	3	5	0

Generally, the distribution of ratings was positive except for the frequency of children's questions. Otherwise in ME and C/SS schools at least 39 per cent and as many as 88 per cent of the ratings were above average. There were no differences by type of school; of the eight in-class ILOR ratings, only one (verbal communication among children) showed a statistically significant difference between ME and C/SS. Here, the verbal communication among the children was judged as being characterized by better articulation and grammar in the ME schools.

Since there were no significant differences between ME and C/SS schools in the remaining seven items judged, one can note that in all three kinds of schools, typically, the observers rated as above average the children's general understanding of the teacher's word, the overall relationship among the children, the number of children who participated, their verbal fluency, and the number of children who showed interest and enthusiasm. In contrast, when we turn to children's questioning and response to teacher questions, an almost even distribution in ratings for above, average, and below was noted for the number of children who voluntarily responded to the teacher's questions; and when asked how many children raised questions during the lesson, the observers reported that in at least 90 per cent of the lessons "few or no children" did in any of the schools visited. This same observation was made last year in the ME and C schools, and so, stimulating inquiry by pupils is a continued lack in the teaching process noted in these schools.

Comparing 1967 and 1968

Comparing last year's data to this year's in ME schools, we found that, in two of the five instances where the same rating was made, there were two indications of changed pupil functioning in 1968: the sharp increase (of 53 per cent) in the above average ratings for the children's verbal fluency, and a less sharp change, but of reverse direction, in the response pattern on children's interest and enthusiasm. Here the proportion in the above average category was the same in both years, but this year fewer of the lessons were reported as being average and more as below average (see Table 16).

Summary

There were no differences seen in children's functioning in class in the three kinds of schools. Essentially, children were characterized as interested, responsive (except for the lack of spontaneous questions), and fluent, and as relating well to each other.

TABLE 16

DISTRIBUTION OF RATINGS OBTAINED ON ILOR FOR
PUPIL FUNCTIONING, MES 1967 AND 1968, IN PER CENT

<u>Characteristic</u>	MES Only					
	Above		Average		Below	
	<u>1967</u>	<u>1968</u>	<u>1967</u>	<u>1968</u>	<u>1967</u>	<u>1968</u>
Children's interest and enthusiasm	51	54	30	17	19	29
Children volunteered in response to teacher's questions	50	41	20	24	30	35
Children raised questions	7	6	9	4	84	90
Overall participation of children	76	76	9	8	15	16
Overall verbal fluency of children who participated	22	75	42	25	36	0

CHAPTER VI

PUPIL ACADEMIC FUNCTIONING: ELEMENTARY GRADES

Data on children in grades 2-6 were obtained in three major academic areas: arithmetic, reading, and verbal fluency. As noted earlier in Chapter II (Procedure) the arithmetic data come from the citywide administration of the subtest in arithmetic problem solving of the Metropolitan Achievement Test in grade 3 and the Iowa Basic Skills Test in grades 4 and 6. The reading data come from the administration of the MAT subtests in reading to grades 2-6 and from the evaluation staff's administration of a test in oral reading, described earlier, to a sample of children in the third grade. Finally, the data on verbal fluency come from the evaluation staff's administration of measures of the child's ability to speak and to understand when spoken to, also administered to children in the third grade.

Ability in Arithmetic

The data on current functioning levels in arithmetic problem solving are presented in Table 17. Since the Old and New ME schools had identical medians in grade 4 and were only .1 of a grade apart at grade 3, data are presented for all ME schools combined in these grades, but separately for grade 6 where they were .4 of a year apart. It is immediately apparent by reference to the row headed "Status in Relation to Norms" that retardation characterized all grades in all three kinds of schools. At grade 3, MES and SS children were reasonably close to normal expectation, with MES children .4 of a year and the SS children .3 below expectation, on the average. The C children were already one-half year behind by grade three. In grade 4, retardation was more severe but the grade 3 pattern held: ME and SS schools were comparable (.7 and .8 below expectation), with the C schools further behind (-1.0). At grade 6, all three types of schools evidenced retardation: one and one-half years in the New ME and the C schools and of almost two years in the Old ME (1.9) and SS schools (1.8). Specifically comparing ME and C schools only, the observed data indicate less severe retardation in ME schools at grades 3 and 4 but not at grade 6, where the Old ME schools were more severely retarded and the New ME schools did not differ.

Since the ME and C schools were established as pairs, the more thorough comparison is provided in Table 18, which compares the median level of arithmetic achievement in each pair. Considering all grades, the pattern in the 15 differences, in which the ME school achieved the higher level 9 times and the C school 6 times, is not statistically significantly different from the $7\frac{1}{2}$ - $7\frac{1}{2}$ pattern one would expect by chance.

The Comparisons at the Extremes of the Distribution of Achievement

In addition to comparing achievement levels in the center of the distribution through the medians, the evaluation staff compared the ME and C schools at the extremes of the distribution through examination of the relative achievement of children at the third quartile (the highest

TABLE 17

GRADE EQUIVALENTS IN ARITHMETIC--SPRING, 1968: MEDIAN, STATUS IN RELATION TO NORMS, AND RANGE: BY GRADE AND TYPE OF SCHOOL, MAT GRADE 3, ^a IOWA GRADES 4 AND 6^b

Statistic	Grade						
	3		4		6		
	MES	C	SS	MES	C	SS	SS
Median	3.2	3.1	3.3	3.9	3.6	3.8	4.8
Status in Relation to Norms	-.4	-.5	-.3	-.7	-1.0	-.8	-1.8
Lowest School Median	2.9	2.8	2.9	3.6	3.0	3.4	4.4
Highest School Median	3.9	3.5	4.2	4.7	3.6	4.0	5.3
Range	1.0	.7	1.3	1.1	.6	.6	.9

^aAMAT-Problem Solving and Concepts

^bIowa-Problem Solving

TABLE 18

COMPARISON OF MEDIAN ARITHMETIC GRADE EQUIVALENTS
IN PAIRED ME AND CONTROL SCHOOLS, BY GRADE, MARCH 1968

Median Arithmetic Grade Level					
Pair	School Type	Grade 3	Grade 4	Grade 6 ^a	
A	ME	3.9	4.1	4.9	
	C	3.3	3.6	5.2	
B	ME	2.8	3.9		
	C	2.8	3.0	a	
C	ME	3.4	4.1		
	C	2.8	3.6	a	
D	ME	3.3	4.0	5.1	
	C	2.8	3.2	4.9	
E	ME	3.0	3.7		
	C	3.1	3.6	a	
F	ME	2.9	3.8		
	C	3.4	3.8	a	
G	ME	3.2	4.1	4.8	
	C	3.5	4.2	5.2	
Number of times MES was higher		3	5	1	Total 9
Number of times C school was higher		3	1	2	6
Number of times no difference		1	1	0	2

^aSixth grade data were not available for one or both of the schools in these pairs.

achieving 25 per cent), and the first quartile (the lowest-achieving 25 per cent). The quartiles appear in Table 19.

At both the upper (third quartile) and the lower (first quartile) ends of the distribution, the pattern was comparable to that for the medians: there was no evidence of differential functioning in arithmetic by children in the ME as compared to the paired Control schools.

TABLE 19

COMPARISON OF FIRST AND THIRD QUANTILES
IN ARITHMETIC ACHIEVEMENT IN PAIRED ME
AND CONTROL SCHOOLS, BY GRADE, MARCH 1968

Pair	School Type	Third Quartile			First Quartile		
		3	4	6 ^a	3	4	6 ^a
A	MES	4.4	3.6	5.6	3.2	3.6	4.1
	C	4.1	4.6	6.1	2.7	2.9	4.1
B	MES	3.3	4.9		2.5	3.5	
	C	3.3	3.9	a	2.5	2.4	a
C	MES	4.1	5.4		2.8	3.6	
	C	3.4	4.6	a	2.4	3.0	a
D	MES	4.1	5.1	5.7	2.7	3.4	4.3
	C	3.4	4.2	5.3	2.5	2.7	3.4
E	MES	3.7	4.6		2.5	3.3	
	C	3.1	4.8	a	2.6	3.0	a
F	MES	3.3	4.8		2.6	3.1	
	C	4.1	4.0	a	2.8	3.6	a
G	MES	3.8	5.3	5.6	2.7	3.6	4.0
	C	4.0	5.4	5.9	3.0	3.8	4.3

TotalTotal

No. of times ME school higher	4	3	1	8	3	5	1	9
No. of times C school higher	2	4	2	8	3	2	1	6
No. of times no difference	1	0	0	1	1	0	1	2

^a Sixth grade data were not available for one or both of the schools in these pairs.

Comparing 1967 and 1968

Table 20 presents the data for the ME schools in March 1967 and in March 1968 in arithmetic.¹ In the six comparisons possible with these data (see Column 8), there was no change in one instance, a drop in four instances (of .2, .2, .4, and .5), and an increase in one instance (of .1). While all of these changes were statistically significant with the large number of children involved, only the drops in the ME schools in the sixth grade would be educationally significant. In evaluating these changes, one must allow for the fact that the test used in grades 4 and 6 in 1968 was a different test from that used in 1967, and the grade equivalents may not be perfectly comparable. Since this may, in part, explain the drops, the evaluation staff has not concluded that retardation has increased, but rather that, in terms of this measure, in 1967-68 the ME schools made no progress in alleviating pupil retardation in arithmetic.

Three Year Profile of Achievement in Arithmetic

By combining the MES evaluation data previously published by the Bureau of Educational Research of the Board of Education with those from the immediately previous and current evaluations conducted by the Center for Urban Education, achievement profiles in arithmetic can be developed for grades 4 and 6 covering three testing periods: May 1966, March 1967, and March 1968. Since the original testing was in May, the data presented in Table 20 present these May 1966 scores, and the actual scores for March 1967 and March 1968. This table also presents the estimated scores for May 1967 and May 1968, obtained by simply adding .2 to the actual March score. Since the children were not progressing at normal rates, this procedure slightly overestimates their arithmetic achievement, but does not seriously distort the data, particularly in view of the lack of change indicated. The data in Column 9 of Table 20 indicate that, despite this slight inflation of 1967 and 1968 achievement levels, the median achievement levels in the Old ME schools were .2 of a year lower in 1968 than in 1966 at grades 4 and 6. For the New ME schools, neither grade 4 nor grade 6 had changed.

Thus, the overall conclusion is that no change in level of arithmetic achievement had occurred in the New ME schools, and despite an observed drop, no educationally significant change occurred in the Old ME schools.

Achievement in Reading: Standardized Tests

Achievement in reading on standardized tests was estimated through the analysis of the citywide reading tests (MAT) administered in ME, C, and SS schools in April 1968. Since the Board of Education did not administer citywide tests in October 1968, as had been done in previous Octobers, no comparable estimates² of reading achievement at the beginning of the year were available to us.

¹The data in this table for 1966 will be discussed in the next section, as well as the data in the "Estimated" columns for May 1967 and May 1968.

²The New York State Education Department administered reading tests in October 1968 but these yielded percentiles rather than grade equivalents.

TABLE 20

PROFILES OF MEDIAN SCHOOL ACHIEVEMENT IN ARITHMETIC
ACROSS THREE YEARS OF MES, BY GRADE, TYPE OF SCHOOL,^a
SPRING ONLY

Grade	School Type	May 1966 Actual	March 1967 Actual	May 1967 Projected	March 1968 Actual	May 1968 Projected	Comparisons	
							March 1968 To March 1967	May 1968 to May 1966
3	Old	b	3.4	--	3.4	--	0	--
	New	b	3.5	--	3.5	--	-.2	--
4	Old	4.5	4.3	4.5	4.1	4.3	-.2	-.2
	New	4.2	3.9	4.1	4.0	4.2	+.1	0
6	Old	5.8	5.8	6.0	5.4	5.6	-.4	-.2
	New	5.3	5.6	5.8	5.1	5.3	-.5	0

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^aThe reader is reminded that all 21 ME schools are included in this analysis to maintain comparability of the 1968 data to those previously reported.

^bNo data were reported in the 1966 study for Grade 3.

Current Status of Achievement in Reading

Table 21 presents, by grade, the medians, status in relationship to norms, and the range in school medians for ME, C, and SS schools. Grade 6 data are reported for the Old and New ME schools separately, since the difference in median achievement was .7, with the New ME schools higher.³ In the third grade the medians in the Old and New ME schools were identical; in the fourth and fifth grades they were .1 of a grade apart, and in the second grade they were .2 of a year apart, with the New ME schools always higher. Generally, then, the fact that some schools had the MES program for four years and others for three was not reflected in educationally significant differences in reading levels achieved by the children in April 1968, except for the differences in the sixth grade favoring the New ME schools. And of course, all these differences in favor of the New ME schools are opposite to what would be expected if the amount of experience in the program constituted a significant factor affecting reading.

Reference to the row "Status in Relation to Norms" indicates that in both Old and New ME schools we have the unhappily familiar picture of retardation at all grades except grade two. Initially, at grade two the picture is good, for the ME schools are only .1 below grade. However, retardation at grade three is .5, at grade four .7, at grade five 1.0, and at grade six 1.5 for the Old and .8 for the New ME schools.

Comparing the grouped data for the ME schools to those for the C and SS schools, in grades two, three, four, and five the ME schools have higher reading levels than either comparison group. The differences are greater in comparison to the C schools, either .3 or .4, whereas in comparison to the SS schools, the differences were .1 for grades four and five, .2 for grade three, and the one large difference (.5) at grade two.

At grade six, the New ME schools were also doing better than either the C (+.4) or SS (+.7) schools, but the Old ME schools were achieving at the same level as the SS, and .3 lower than the C schools.

The comparison for the pairs of ME and C schools is provided by the data in Table 22, which reinforce the generalization drawn from the data in Table 21: in 20 of the 29 instances in which a difference occurred, the difference indicated superior performance by the children in the ME school, a pattern which differs significantly from chance. The importance of school is reflected in the fact that, in four of the seven pairs, the children in the ME school achieved higher reading grades in all grades studied, and in two instances the children in the C school did (except for grade 6 in pair G). Only in pair A was there inconsistency. In grade two, the ME schools was dramatically higher by one year. At grade three the difference was only .4 of a year, and by grade four was .1. Then the pattern reversed at grade five, where the C school was .4 higher, and dropped in magnitude at grade six where the C school was only .1 higher.

³There were only 3 Old and 4 New ME schools with sixth grades included in the schools in this evaluation.

TABLE 21

GRADE EQUIVALENTS IN READING: MEDIAN,
STATUS IN RELATION TO NORMS, AND RANGE: BY GRADE AND TYPE OF SCHOOL
APRIL 1968

Statistic	2			3			4			5			6		
	ME	C	SS	ME	C	SS	ME	C	SS	ME	C	SS	ME Old ^a	C ^b	SS ^d
Median	2.6	2.2	2.1	3.2	2.9	3.0	4.0	3.6	3.9	4.7	4.4	4.6	5.2	5.9	5.2
Status in Relation to Norms	-1	-5	-6	-5	-8	-7	-7	-1.1	-.8	-1.0	-1.3	-1.1	-1.5	-.8	-1.5
Lowest School Median	2.0	1.8	1.9	2.9	2.2	2.5	3.7	3.3	3.4	4.2	3.7	4.1	a	5.3	c
Highest School Median	3.6	2.6	2.6	3.5	3.6	3.5	4.4	4.2	4.6	5.1	5.0	5.0	a	7.0	c

^a Three schools, so no range reported.

^b Four schools.

^c Three schools had sixth grades but because of a use of answer sheets requiring hand scoring, in one school data were available for only two of these schools. Therefore, no range is reported.

^d Four schools.

TABLE 22

COMPARISON OF MEDIAN READING GRADE EQUIVALENTS IN
 PAIRED ME AND CONTROL SCHOOLS, BY GRADE,
 APRIL 1968

Pair	School Type	Median Reading Grade Level					
		Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
A	ME	3.6	3.4	3.8	4.4	5.3	
	C	2.6	3.0	3.7	4.8	5.4	
B	ME	2.2	2.9	3.9	4.8	a	
	C	1.8	2.2	3.4	4.3		
C	ME	2.4	3.5	4.2	4.4	a	
	C	1.9	2.4	3.3	3.7		
D	ME	2.8	3.3	3.8	4.8	a	
	C	2.4	3.0	3.4	4.7		
E	ME	2.4	3.0	3.8	4.9	a	
	C	1.9	2.8	3.6	4.3		
F	ME	2.0	3.1	3.7	4.2	a	
	C	2.1	3.6	3.7	4.3		
G	ME	2.2	3.0	4.1	4.6	5.8	
	C	2.4	3.2	4.2	5.0	5.6	
<hr/>							
						Total	
Number of times ME school higher		5	5	5	4	1	20
Number of times C school higher		2	2	1	3	1	9
Number of times no difference		0	0	1	0	0	1

^a Sixth grade data were not available for one or both of the schools in these pairs.

The Comparison at the Extremes of the Distribution of Achievement

Table 23 presents the first and third quartiles for the seven pairs of ME and Control schools. The data indicate that at the first quartile there were the same statistically significant differences just discussed for the medians, indicative of higher reading levels in the ME schools. However, at the third quartile, the pattern of differences did not differ significantly from chance. These data in Table 23 when combined with those from Table 22 indicate that in the ME schools, children at the lower end and middle of the distribution of ability were doing better than their peers in the matched C school, but children at the upper end of the distribution were not.

TABLE 23

COMPARISON OF FIRST AND THIRD QUANTILES IN
READING ACHIEVEMENT IN PAIRED ME AND CONTROL SCHOOLS,
BY GRADE, APRIL 1968

Pair	School Type	Third Quartile					First Quartile						
		2	3	4	5	6	2	3	4	5	6		
A	ME	4.5	4.6	5.2	5.4	6.0	2.9	2.6	3.2	3.7	4.6		
	C	3.6	4.2	4.7	5.7	7.4	2.0	2.4	3.1	4.0	4.2		
B	ME	2.6	3.6	4.6	5.6	a	1.8	2.2	3.2	4.1	a		
	C	2.1	2.6	3.9	5.1		1.5	1.8	2.9	3.5			
C	ME	3.2	4.2	5.9	5.6	a	2.0	2.7	3.2	3.5	a		
	C	2.4	2.9	4.2	4.7		1.6	1.9	2.9	3.0			
D	ME	3.5	4.5	4.4	6.3	a	2.1	2.4	3.2	3.8	a		
	C	2.9	3.8	4.2	5.8		1.9	2.3	3.0	4.0			
E	ME	3.2	4.0	4.6	5.8	a	2.0	2.3	3.2	4.0	a		
	C	2.6	3.7	4.5	5.4		1.6	2.2	3.0	3.4			
F	ME	2.4	3.6	4.4	4.9	a	1.7	2.4	3.2	3.6	a		
	C	3.0	4.3	4.9	5.2		1.7	2.3	2.9	3.5			
G	ME	2.8	4.0	4.8	5.7	7.1	1.8	2.3	3.3	4.0	4.8		
	C	3.1	4.2	5.4	6.0	7.8	2.0	2.6	3.3	4.2	4.6		
						Total						Total	
Number of times ME school higher		5	5	5	4	0	19	5	6	6	4	2	23
Number of times C school higher		2	2	2	3	2	11	1	1	0	3	0	5
Number of times no difference		0	0	0	0	0	0	1	0	1	0	0	2

^aSixth grade data were not available for one or both of the schools in these pairs.

Comparing 1967 and 1968

Table 24 presents data by which comparisons can be made between levels of reading achievement in April 1967 and April 1968. These comparisons are presented in column 8 of the table. They indicate that 1967-68 was a year in which some limited progress was evidenced in reading achievement at the upper elementary grades, for both Old and New ME schools improved in grades 4, 5, and 6. However, half of the six changes were limited in magnitude (.1 or .2 of a year). Both declined at grade 3 and the Old declined and the New improved at grade 2, with all of these changes of limited magnitude (.1 or .2).

Four Year Profile of Achievement in Reading

The data in Table 24 also permit the evaluation of the status of the ME schools in reading in 1968 in comparison to 1965 for the Old and to 1966 for the New ME schools. For this comparison, the estimated reading levels for May 1968 must be used. For the Old ME schools, little change is evident, for in comparison to levels achieved in May 1965 (the end of the first year of the MES program), the scores of children currently in grades three and five are not different, the scores of children currently in grade six are worse (-.4), and the scores in grades two and four are slightly better (+.2). In contrast, in comparison to May 1966, the children in the New ME schools in 1968 were reading substantially higher (+.4 to +.6) in every grade except grade three, which had not changed.

The Impact of Consecutive MES Education

In the 1966-67 evaluation of the MES program, it was noted that children who had spent their entire school life in the ME school they were currently attending, read better than those who had only partial exposure to the MES program. While this kind of analysis is confounded in part by the fact that the children with less than complete MES histories are also the more mobile children who have changed schools more often, the finding was considered sufficiently significant to merit replicating the analysis. Table 25 then presents the reading data for grades 3, 4, and 5 for the Old and New ME schools, separately for children in each grade who have attended the school for the total period of the MES program, and those who have attended for only part of that program.

As in 1966-67, in every comparison, the children with "full" MES histories read better than those with the partial histories, whether the comparison was in terms of the medians (columns 5 and 6) or the per cent of children who were reading at or above grade level (columns 7 and 8). Since the differences in the per cent of children reading close to grade level were also in favor of the children with "full" MES, the largest differences are seen in the last two columns of Table 25, which report the percentage of children reading one year or more below grade level. Here the differences are at least 10 per cent and as much as 17 per cent.

TABLE 24

PROFILES OF MEDIAN SCHOOL ACHIEVEMENT IN READING ACROSS FOUR
YEARS OF MES BY GRADE, TYPE OF ME SCHOOL¹, SPRING ONLY

Grade	Type of School	C o m p a r i s o n							
		May '65	May '66	April '67	April '68	May '68 & May '65	April '68 & April '67	May '68 & May '66	
2	Old ME	2.4	2.8	2.6	2.5	2.6	-.1		X
	New	X	2.4	2.6	2.8	2.9	+.2	+.2	+.5
3	Old ME	3.4	3.7	3.5	3.3	3.4	-.2	0	X
	New	X	3.4	3.4	3.3	3.4	-.1	X	0
4	Old ME	4.1	4.2	3.9	4.2	4.3	+.3	+.2	X
	New	X	3.7	4.0	4.2	4.3	+.2	X	+.6
5	Old ME	5.1	5.2	4.5	4.9	5.0	+.4	-.1	X
	New	X	4.5	4.6	4.8	4.9	+.2	X	+.4
6	Old ME	6.1	6.1	5.5	5.6	5.7	+.1	-.4	X
	New	X	5.3	5.5	5.8	5.9	+.3	X	+.6

¹The reader is reminded that all 21 ME schools are included in this analysis to maintain comparability of the 1968 data to those previously reported.

X+ No data appropriate for this interval.

TABLE 25

COMPARISON OF READING ACHIEVEMENT OF CHILDREN
WITH FULL OR PARTIAL MES SCHOOL HISTORIES,
BY TYPE OF SCHOOL AND GRADE MEDIAN, AND
STATUS IN RELATIONSHIP TO GRADE LEVEL

Grade	Type of School	N		Median		Percentage at or above grade level		Percentage 1 yr. or less below grade level		Percentage more than 1 yr. below grade level	
		P ^a	F ^b	P	F	P	F	P	F	P	F
5	Old	491	469	4.4	4.8	17	25	16	19	67	56
5	New	349	340	4.5	4.8	33	45	36	38	31	17
4	Old	499	519	3.7	4.4	17	24	24	34	59	42
4	New	437	292	3.9	4.2	22	31	27	28	51	41
3	Old	329	720	3.0	3.2	20	30	30	30	50	40
3	New	387	467	3.1	3.3	24	27	30	37	46	36

^aP=Partial MES history

^bF=Full MES history

Summary

Obviously the data from the citywide standardized tests in reading achievement are not completely consistent, for the positive findings are qualified by parallel negative ones. For example, the children in the ME schools in 1968 were reading at levels higher than those achieved by children in the C or SS schools, but were still seriously below expectations, particularly from grade four on. The ME children consistently achieved a higher level of reading achievement at the lower end of the distribution of achievement, but not at the higher end. Grades four and five showed higher reading scores in 1968 than in 1967, but nothing changed in grade three. The New ME schools showed significant improvement when 1968 was compared to the end of their first year (1966), but the Old ME schools showed no comparable improvement and declines at grades five and six when compared to the end of their first year (1965). The one consistently positive finding is that, in 1967-68 as in 1966-67, the children with continuous exposure to the MES program read better than those with only partial exposure at all grades and in both Old and New ME schools.

Achievement in Reading: Informal Oral Reading

In an effort to obtain a different basis for comparing the reading ability of the children in ME, C, and SS schools, the evaluation team administered to a sample of third-grade children a test of ability to read aloud and to comprehend what was read. As was noted in Chapter II, this test was intended to provide the basis for a comparative judgment on the ability of children in the three kinds of schools. It was not intended to provide any quantitative estimate of reading grade or level.

The test consisted of a passage in a reader appropriate for the grade. As the child read the passage the examiner recorded errors. After the child had read the passage he was asked four questions to test his understanding of vocabulary used in the passage, his direct comprehension of the passage, and his ability to reason beyond the passage.

Table 26 presents the distribution of errors and the median number of errors made in reading the passage by the 60 ME and the 60 paired C and SS children to whom the test was administered. In terms of both the distribution and the medians, the data indicate no statistically significant differences among the children in ME and C schools, and in fact little observed differences as well. The median number of errors in each group was about 5 (5.4 and 5.1), with the distribution going up to the interval 41-50 for ME children and to 51-60 for the C children. The SS children made fewer errors on the average (3.5), but they too included a cluster of children who made many errors, up to and including 41-50.

The simple direct comparison of performance is to consider the pairs of children tested. Of the 60 pairs, there were differences in the total number of errors in 56 instances. Of these, the ME child made fewer errors 26 times, the C or SS child 30 times; not different from expectation.

Further evidence of the near identity of the results of this phase of the oral reading tests is provided in Table 27, which indicates the results of comparing each pair of children in terms of the pattern of superiority. There were differences in 56 of the 60 pairs, but the instances in which the ME child was superior in one or more of the subscores were paralleled by instances in which an SS or C child was superior for the same subscores.

In addition to being asked to read the passage aloud, the children were asked to answer four questions about the passage. The distribution of scores on this phase of the oral reading tests appears in Table 28. The data for this phase of the test, as for the first phase, indicate basically identical performance by the children in the ME, C, and SS schools. In each instance the median number of items correct was 2, and in each instance children clustered about this point, answering 2 or 3 questions correctly, with few children at either extreme. For example, among the ME children, only 2 missed all four questions, and only 4 answered all four correctly. Comparing the pairs, the number of questions answered correctly was identical 15 times. Of the 45 differences, the ME child did better 23 times, the C or SS child 22 times, a distribution as close as possible to chance.

Clearly then, these varied analyses of the data provide no evidence of differences in oral reading ability among the children in the three types of schools toward the end of the year in the third grade.

TABLE 26

DISTRIBUTION OF ERRORS AND MEDIAN NUMBER OF ERRORS ON
ORAL READING TEST, BY TYPE OF SCHOOL,
PER CENT AT EACH INTERVAL, GRADE 3 ONLY

<u>No. of Errors</u>	<u>ME</u>	<u>C</u>	<u>SS</u>
51-60		4	
41-50	2		3
31-40			3
21-30	8	7	6
16-20	7	4	3
11-15	3		6
10	2	4	
9	7	4	
8	12	7	3
7	3	10	10
6	5	7	6
5	7	7	6
4	8	25	3
3	10		22
2	13	7	16
1	10	10	3
0	3	4	10
N	60	29	31
Q ₃	9.07	8.21	7.83
Median	5.4	5.1	3.5
Q ₁	2.42	3.66	2.31

TABLE 27

COMPARISON OF MES CHILDREN TO PAIRED C OR SS CHILDREN
ON SUB-SCORES OF ORAL READING TEST, WHEN CHILDREN DIFFERED
(N=60 PAIRS)

Child Doing Better	All 4 Scores	3 Scores: all but:				Two Scores as Indicated						1 Score Only				Total
		N ^a	A ^b	O ^c	E ^d	N,A	N,O	N,E	A,O	A,E	O,E	N	A	O	E	
MES	0	1	1	0	1	1	2	3	0	1	0	9	4	1	2	26
C or SS	2	0	1	1	0	2	1	2	1	1	1	7	5	4	2	30

^a - Nonrecognition errors

^c - Omission errors

^b - Addition errors

^d - Endings errors

TABLE 28

FREQUENCY DISTRIBUTION AND MEDIAN FOR NUMBER OF
QUESTIONS ANSWERED CORRECTLY ON THE ORAL READING TEST,
BY TYPE OF SCHOOL, AND NUMBER OF CHILDREN

Number of Items Correct	Number of Children Type of School			
	<u>ME</u>	<u>C/SS</u>	<u>C</u>	<u>SS</u>
4	4	5	4	1
3	21	21	7	14
2	25	22	10	12
1	8	10	7	3
0	2	2	1	1
Median	2.3	2.3	2.2	2.4

Verbal Fluency

Since one of the stated objectives of the MES program is to improve the verbal fluency of the children, particularly in the early elementary grades, a test to estimate children's ability to understand spoken English as well as to speak English was administered to a sample of third grade classes. This test, as was noted in Chapter II (Procedure), was adapted from two tests originally developed during the course of the Puerto Rican Study. The subtest on Understanding of Spoken English yields two sub-scores, one estimating the extent to which the child understood the vocabulary used in the test, the second the extent to which he understood the concepts of the test. Table 29 presents the quartile scores for these two subscores and for the total scores.

TABLE 29

QUARTILE OF THIRD GRADE SCORES ON UNDERSTANDING SUBTESTS OF VERBAL FLUENCY TEST, BY TYPE OF SCHOOL AND SUBTEST

		ME		ME	Control	Board	Special
		Old	New	All	All	Control	Service
N		707	549	1256	1408	654	754
Vocabulary Subtest	Q ₃	13.9	14.0	14.0	13.7	13.7	13.6
	Q ₂	11.8	12.2	12.0	11.7	11.8	11.5
	Q ₁	9.7	9.9	9.8	9.3	9.6	9.1
Concept Subtest	Q ₃	21.7	22.1	21.9	21.3	21.5	21.3
	Q ₂	19.7	19.3	19.2	18.6	18.6	18.7
	Q ₁	16.5	16.7	16.6	15.5	15.5	15.6
Total Score	Q ₃	35.9	35.8	35.2	34.7	35.0	34.4
	Q ₂	31.2	31.3	31.2	30.5	30.4	30.4
	Q ₁	26.9	27.2	27.0	25.3	25.3	25.3

At all three quartiles (Table 29) the children in the three kinds of schools achieved nearly identical scores, averaging 12 out of the 20 vocabulary items correct and 19 of the 30 concept items, for an average total score of 31 out of the possible 50. The reader should note that the distributions were relatively constricted, with the interquartile range (the number of score points which separate the middle 50 per cent of the group) covering only 4 points for the vocabulary subtest and 6

points for the concept subtest. Examination of the quartile scores indicates that this constriction of the range came about mainly because the test had too many simple items, which even the low scorers were above to get correct. Thus, the first quartile scores for both the vocabulary and concept subtests were at the level of 50 per cent correct.

The verbal fluency test of understanding, like the oral reading test, was intended to provide a basis for comparison rather than to establish a level of understanding. In that context the results are clear: there were no differences among the programs, at any level of ability -- the low, middle, or upper quarters of the achievement distribution.

Verbal Fluency: Production

A second aspect of verbal fluency, of course, is the child's ability to speak. Over the years this has proved to be a more difficult ability to test with any sensitivity, and this evaluation was no exception. As noted in the Procedure chapter, we attempted to estimate the children's ability to speak fluently by showing the child a complex scene of children and adults in a park and asking the child first to describe what he saw, and next to tell a story about one of the people in the picture and what he was doing. The entire production test was recorded on tape.

The first part proved successful in generating a measure that varied and could be objectively quantified. The second part did not. Two scores were generated: one, the simple count of the number of items within the picture that the child identified correctly, and the second, the count of the number of items he identified with a complex language pattern, generally some adjective or adjectival phrase modifying the noun by which the person or activity was identified. The data from these two measures are presented in Tables 30 and 31.

Table 30 indicates that, for production, there were statistically significant differences between the children in the ME and C schools, with the ME children doing better. There was no statistically significant difference between children in the ME and SS schools, although the observed differences here too indicated better performance by the ME children. For example, the ME median was one item higher than the SS median and 2 items higher than the C median, differences which could be dismissed as educationally of limited significance. However, the fact that 45 per cent of the ME children identified 15 or more of the aspects of the picture compared with 34 per cent of the SS and only 18 per cent of the C children indicates a consistent difference, directly reflected in the differences at each quartile.

Table 31 presents the data related to the complexity of expression used by the children when identifying the items in the picture. These data represent the number of qualifiers the children used per item correctly identified. As a glance at the bottom row indicates the medians were nearly identical, with the children averaging about one and one-half qualifiers per item. Despite this lack of difference in the medians,

the distributions do reflect a greater clustering at the bottom of the distribution among C and SS children compared to the ME children and a compensating greater clustering among the ME children at the upper end of the distribution: for 46 per cent of the ME children compared to 36 per cent of the C and 29 per cent of the SS children averaged more than one and one-half qualifiers per item.

TABLE 30

FREQUENCY DISTRIBUTION AND QUANTILES OF NUMBER OF
ITEMS CORRECTLY IDENTIFIED ON PRODUCTION SUBTEST OF
VERBAL FLUENCY TEST, BY TYPE OF SCHOOL, IN PER CENT

Number of Items Identified Correctly	MES	C/SS	C	SS
21-30	3	6	6	6
17-20	22	11	8	14
15-16	20	9	4	14
13-14	21	24	27	22
11-12	16	25	27	23
6-10	16	20	20	20
1-5	2	5	8	1
<hr/>				
N	226	158	79	79
Q ₃	16.5	14.7	14.0	15.8
Median	14.0	12.5	12.1	13.0
Q ₁	11.4	10.5	9.8	10.8
<hr/>				

TABLE 31

PER CENT OF CHILDREN WITH INDICATED NUMBER OF
QUALIFIERS PER ITEM, BY TYPE OF SCHOOL

Number of Qualifiers Per Item	Per Cent Type of School		
	ME	C	SS
3.1-3.9	*	0	0
2.6-3.0	1	0	0
2.0-2.5	13	8	6
1.6-1.9	32	28	23
1.0-1.5	48	54	52
.6- .9	5	1	10
.1- .5	*	1	2
0	*	8	7
Total N	213	75	81
Median	1.5	1.4	1.3

*Some, but less than 1 per cent.

CHAPTER VII

CHILDREN'S SELF-PERCEPTIONS

The instrument used to evaluate children's self-perceptions¹ was a simple three-part checklist. The child was presented with 20 characteristics of self² and a reference to his neighborhood and asked to evaluate each of the 21 aspects three times, first in terms of the extent to which he liked or disliked this aspect of himself, then in terms of whether or not he thought he might improve this aspect, and finally in terms of how he believed he compared with his classmates.

The instrument was analyzed first to yield the distribution of responses for each item on each of the three criteria. These data are summarized here in two ways: the percentages of positive responses for each of the three criteria for the 21 aspects are presented in Table 32, and item medians are presented in Table 33.³

Each individual child's responses were scored to yield the number of characteristics which he "strongly liked" about himself, as well as the number he "strongly disliked" about himself. The distribution of these scores appears in Tables 34 and 35. The individual responses were also scored to yield the number of characteristics in which each child believed he might improve. The distribution of these scores appears in Table 36.

Considering first the summary of the responses which appears in Tables 32 and 33, the basic findings are apparent at a glance: children were generally quite pleased with the aspects of self about which we questioned them, felt they compared well to others, and yet still felt they could improve. These generalizations hold with equal force for all four groups of children. The feelings of pleasure are reflected in the finding that at least 65 per cent and as many as 92 per cent of the children responded that they liked these specific aspects of self. They are reinforced by the finding that at least 46 per cent and as many as 74 per cent felt that they were above average for the aspect in comparison with their classmates. Similarly (Table 33), the item medians in every instance are in the interval 1 to 2, meaning that 50 per cent of each group indicated the maximum or next to maximum degree of positive rating.

The comparability of perceptions of children in the different kinds of schools is seen in the limited range in the proportions of positive

¹In addition to being used in the ME, C, and SS schools, this instrument was administered in the evaluation of the Free Choice Open Enrollment Program both to the children being bussed (O.E.) and the children who resided in the neighborhood of the receiving school, i.e., the resident children.

²The reader is reminded that the characteristics included were selected from the content analysis categories used in Jersild's study.

³These medians were obtained by treating the distributions as five-point ordinal scales (with 1.0 assigned to the most positive point).

responses. For example, considering the data on "like this aspect of self," the range within any of the 21 items is never more than 10 per cent, and is 6 per cent or less for half of them.

In light of this positive self-perception, the data in Tables 34, 35, and 36 are not surprising. They indicate that on the average (median) the children in each program strongly liked 12 to 14 of the 21 characteristics we listed, and strongly disliked no more than one (.9). Their feelings of being able to do even better are clearly reflected in the data in Table 36, which indicate that, on the average, they felt that they can still improve in 17 or 18 of the 21 characteristics, with at least 80 per cent of each group believing they can improve in more than half of the 21 characteristics.

It is of some interest to note the size of the majorities of children in each type of school who believe in their ability to improve in each of the aspects of self which we studied. In only one of the 76 bits of data presented in the middle columns of Table 32 is the percentage believing in the ability to improve below 70 per cent, and that one is 68 per cent. In view of the suggestion by Coleman in Equality of Educational Opportunity that a child's belief in his capacity to affect his environment and future is a critical dimension in school achievement this finding is particularly positive. For to the extent that these questions on this inventory reflect that kind of belief, the children in all four kinds of school settings expressed consistently strong belief in just such abilities.

When one turns to comparing the ME, C, SS, and OE children, the data are not completely consistent. The proportions of positive responses were compared using a sign test to determine the statistical significance of any differences. The data presented in Table 32 were used to generate nine sign tests, comparing ME and C children, ME and SS children, and ME and OE children, on each of the three criteria. These results are summarized in Table 37.

The data indicate that significantly more often when compared to MES children, the C, and O.E. children had the higher proportion of positive responses for "self-appraisal" and the C, SS, and O.E. children for the "belief they may improve," but that there were no statistically significant differences in any comparison for "comparison with classmates."

But these data, we believe, illustrate well the difference between statistical significance and what we have called practical or educational significance, for by reference to Tables 32, 33, and 34, the reader can see that the differences being evaluated here were small (often only 1 per cent or 2 per cent) and since all groups had clearly positive perceptions, the evaluation team does not believe these findings of "differences" should obscure the previously noted comparable aspects of the data, particularly that all children had positive self-perceptions and a clear belief they could improve.

TABLE 32

PERCENTAGE OF CHILDREN WITH POSITIVE PERCEPTIONS OF SELF, OF ABILITY TO IMPROVE,
AND OF POSITIVE STATUS IN RELATIONSHIP TO OTHERS, BY GROUP

Characteristic	Percentage Who Like This Aspect of Self				Percentage Who Believe May Improve This Aspect				Percentage Who Believe They Are Better than Most for This Aspect			
	MES	C	SS	OE ^a	MES	C	SS	OE	MES	C	SS	OE
The Way I Dress	87	88	89	92	76	77	89	82	65	67	63	67
Ability to Have Fun	85	87	91	90	71	73	86	71	69	72	73	74
Personal Neatness and Cleanliness	84	90	91	89	80	80	88	86	67	66	72	63
Ability to Help Others	83	87	88	92	74	75	82	80	66	66	70	68
Ability to Make Friends at School	83	86	82	90	73	73	77	76	67	66	67	64
Ability to do Things by Myself	83	85	84	89	72	74	78	77	69	64	66	67
Recreational Activities	83	86	86	88	b	b	b	b	69	67	71	70
Participation in School Activities	82	82	83	86	73	74	82	75	62	58	62	61
Ability to Get Along with My Teachers	82	87	78	83	73	79	70	75	68	67	57	60
My Manners	81	83	86	90	75	76	84	81	63	62	70	64
Ability to Get Along with Other Children	81	84	83	89	74	72	79	78	62	60	65	63

Table 32 (Continued)

Characteristic	Percentage Who Like This Aspect of Self				Percentage Who Believe May Improve This Aspect				Percentage Who Believe They Are Better than Most for This Aspect			
	MES	C	SS	OE ^a	MES	C	SS	OE	MES	C	SS	OE
My Ability to Get Along with Adults	80	84	85	86	70	73	80	80	61	64	64	62
My Size	80	78	85	83	79	84	88	88	52	52	60	46
Physical Ability	79	82	83	86	75	78	85	83	58	57	60	55
Ability to Read	79	81	84	83	71	74	79	82	61	60	64	54
My Looks	78	82	79	87	73	76	83	80	54	55	50	56
Ability to Study	78	78	81	76	75	77	85	82	58	66	62	49
Ability to do Arithmetic	77	75	74	71	70	75	74	79	60	57	58	53
My School	75	77	67	71	70	72	72	68	59	59	55	50
My Grades	74	78	79	74	74	80	84	86	59	57	59	51
My Neighborhood	66	69	65	75	b	b	b	b	48	51	46	57
Mean Percentage	80.0	82.0	82.0	84.3	73.6	76.0	81.3	79.4	63.0	61.7	62.7	59.7
No. of Children	1046	605	144	381								

^aThese data were obtained during the 1967-68 evaluation of the Free Choice Open Enrollment program.
^bNo rating made here.

TABLE 33

MEDIAN RATINGS* FOR SELF RATING ASPECTS OF SELF, BY PROGRAM

Characteristic	MES	C	SS	OE
The way I dress	1.29	1.28	1.25	1.27
Ability to have fun	1.80	1.19	1.09	1.16
Personal neatness and cleanliness	1.32	1.28	1.31	1.38
Ability to help others	1.33	1.29	1.26	1.32
Ability to make friends at schools	1.28	1.27	1.33	1.29
Ability to do things by myself	1.33	1.31	1.25	1.32
Recreational activities	1.22	1.20	1.16	1.20
Participation in school activities	1.44	1.56	1.32	1.44
Ability to get along with my teachers	1.39	1.38	1.60	1.44
My manners	1.48	1.39	1.44	1.46
Ability to get along with other children	1.43	1.44	1.63	1.33
Ability to get along with adults	1.46	1.44	1.48	1.44
My size	1.48	1.46	1.32	1.61
My physical ability	1.44	1.50	1.36	1.44
Ability to read	1.44	1.39	1.50	1.41
My looks	1.60	1.59	1.59	1.60
Ability to study	1.60	1.63	1.44	1.80
Ability to do arithmetic	1.50	1.54	1.54	1.72
My school	1.46	1.57	1.85	1.93
My grades	1.67	1.60	1.41	1.91
My neighborhood	1.74	1.67	1.92	1.43

*Based on an assumed five-point ordinal scale, with 1.0 the most positive rating.

TABLE 34

NUMBER OF THINGS STRONGLY LIKE ABOUT SELF,
PER CENT AT EACH INTERVAL FOR EACH GROUP

	MES	C	SS	O.E.
19-21	10	9	10	7
17-18	10	9	11	9
15-16	14	13	15	12
13-14	15	13	19	15
11-12	13	18	7	17
9-10	12	14	8	10
7-8	8	8	13	11
4-6	6	7	4	9
1-3	6	6	9	9
None	6	3	4	1
Total N	1046	605	144	381
Median	12.3	11.8	14.0	11.7

TABLE 35

NUMBER OF THINGS STRONGLY DISLIKE ABOUT SELF,
PER CENT AT EACH INTERVAL FOR EACH GROUP

	MES	C	SS	O.E.
9-10	1	0	2	0
7-8	1	1	2	1
4-6	3	3	4	2
1-3	37	39	41	38
None	58	57	51	59
Total N	1046	605	144	381
Median	.9	.9	.9	.9

TABLE 36

NUMBER OF THINGS ABOUT SELF "THINK I MAY MAKE
IMPROVEMENT," PER CENT AT EACH INTERVAL FOR EACH GROUP

	MES	C	SS	O.E.
19-21	34	34	44	39
17-18	17	18	19	18
15-16	12	13	12	11
13-14	10	11	6	11
11-12	8	6	6	8
9-10	6	7	6	7
7-8	2	2	1	2
4-6	2	2	2	2
1-3	3	4	1	2
None	6	3	3	0
Total N	1046	605	144	381
Median	16.7	16.7	17.9	17.3

TABLE 37

DISTRIBUTION OF DIFFERENCES IN PERCENTAGE HOLDING POSITIVE
SELF-PERCEPTION WHEN THERE WAS A DIFFERENCE

Comparison Between		Per Cent of Time		Comparison For
A	B	A Better	B Better	
MES	C	11	89	Self Appraisal
		6	94	Believe May Improve
		61	39	Comparison With Classmates
MES	SS	76	24	Self Appraisal
		5	95	Believe May Improve
		37	63	Comparison With Classmates
MES	OE	15	85	Self Appraisal
		6	94	Believe May Improve
		52	48	Comparison With Classmates

Another aspect of self-perception is reflected in the ordering of the items presented in Table 32, for they are listed in descending order by the proportion of ME children who had positive perceptions for this aspect. Reading these down, one sees that the characteristics for which children had the highest proportion of positive perceptions were those which would be considered physical, social, or interpersonal, including such physical characteristics as dress and personal neatness, and such abilities as having fun, making friends at school, getting along with other children, and helping others. In contrast, at the bottom of the list appear characteristics which would be considered academic: school, grades, and ability to study and to do arithmetic.⁴ In considering this aspect of the data, however, the reader should not forget that we are discussing ranked data, and that even for those characteristics which ranked relatively low, the proportion of MES children who had positive perceptions of themselves never dropped below 74 per cent.⁵

Summary

These data on self-perception indicate that the four groups had consistently positive perceptions of themselves for the characteristics we studied. Moreover, they all felt that they had good ability to improve and to do even better in the future. Differences did exist, in a consistent pattern: each of the comparison groups (C, SS, and O.E. children) had higher proportions of positive self-appraisals than the ME children, but since these differences were **numerically** small, the evaluation staff has concluded that all groups had comparably positive self-perceptions.

Within this generalization of positiveness, the children in each of the groups also evidenced a better sense of self in the social and interpersonal areas than in the academic areas.

⁴A comparable generalization could be made about the other groups, since the correlation between the ordering of the characteristics for self-appraisal was .92 between ME and C children, .79 for ME and SS children, and .85 for ME and O.E. children.

⁵The one item with a lower positive perception was "my neighborhood" which 66 per cent said they liked.

Results

Section II

Early Childhood Grades: Prekindergarten through Grade 1

CHAPTER VIII

THE MES PROGRAM IN THE EARLY CHILDHOOD GRADES

Data for the evaluation of the MES program in the early childhood grades are presented separately in this chapter since these grades have many unique elements. Three grades comprised "early childhood" in this study: prekindergarten, kindergarten, and first grade. Second grade was not included in the early childhood evaluation this year because it was determined by last year's study to be as structured in content as the elementary grades, and therefore it did not lend itself to the revised instrument used for the early childhood grades. In selecting the observers, the prime requisite was professional specialization in early childhood education. As noted in the Procedure chapter, the ILOR was adjusted to meet the unstructured form of the early childhood classes. It was divided into two parts, an overall judgment of the class and a separate rating for each activity (rather than lessons, as in the elementary grades) observed within the class. In addition, the GSR was completed based on the visit to the early childhood classes only.

Activities Observed

Approximately three activities were observed in each class visited in the ME and C/SS schools, but either the type of activity or the number of children involved or both differed substantially. For example, in the ME schools, in prekindergarten about half the activities involved instruction in an academic subject. The rest were evenly distributed among art, play, and miscellaneous activities such as snack time, clean-up, or preparation time. In contrast, in the C/SS schools, prekindergarten activities showed no clustering in any particular subject category.

As for class size, in the ME prekindergartens, 92 per cent of the activities were conducted with groups of 15 or fewer children and none had more than 22 children. In comparison, 74 per cent of C/SS prekindergartens had groups of 15 or fewer children, and 17 per cent of the activities had more than 22 children in a group.¹

In ME and C/SS kindergartens, activities were similar: about half were academic in nature, with the fewest number of activities labeled "Play." But the distribution of children in ME and C/SS kindergartens varied. In ME most often (36 per cent) the activity involved 1-5 children and all others involved 6 to 22 children. In C/SS schools few of the observed activities had fewer than 10 pupils; 62 per cent of those seen had from 11 to 22 pupils in a unit, and 20 per cent had 23 or more.

In first grade, too, activities were comparable (about four-fifths were academic), but fewer children were in the teaching units in the ME

¹The reader is reminded that the detailed frequency distribution of activity group size by grade for ME, C, and SS schools appeared in Table 3 of Chapter III.

schools. For example, there was no first grade MES class activity with more than 22 children, while 26 per cent of the C/SS first grade activities had 23 or more children grouped together.

Observers' Overall Evaluation

After visiting the early childhood classes, the observers gave their overall judgment of each school separately, responding to their impressions based only on these lower grades. The evaluation was based on aspects of the GSR and ILOR that corresponded to those used for the elementary grades, i.e., the school's climate as seen by the attitudes of the children, teachers, supplementary and administrative staff, the school's physical appearance. In addition, the observers were asked their feelings on sending their own child to the school visited and what they felt the pupil day they saw was worth. They also pinpointed the outstanding effective features and problems evident in each school. Then, in the ME schools only, the observers were asked an overall opinion of the MES program assuming the school visited was typical.

The basic data from the overall evaluation are presented in Table 38. A glance down the first column reveals the extent to which the observers positively appraised the ME activities seen. Except for "atmosphere," at least 60 per cent and as many as 91 per cent of the ratings were "above average." In only two instances were more than 7 per cent "below average." In contrast, for only two characteristics were at least half the ratings in the C/SS schools above average, so it is not surprising that for nine of the ten aspects rated, the distribution of ratings was significantly more positive in the ME schools than in either the C or SS schools. The one exception was the aspect labeled the classroom's "atmosphere in terms of warmth and discipline." In appraising this characteristic, the observers found only a small percentage of the classes in any school above average (ME 16 per cent, C/SS 13 per cent), rating the majority of classes seen as average (ME 70 per cent, C/SS 52 per cent).

The results of the early childhood evaluation were comparable to those obtained in the elementary grades for nine of the ten aspects (see Table 39), with the only statistically significant difference involving the same characteristic, classroom atmosphere in terms of warmth and discipline, rated higher in the elementary grades.

Table 40 presents data on six characteristics evaluated in both 1967 and 1968. There were statistically significant differences for only one aspect. More of the observers (78 per cent compared to 54 per cent) found the classrooms attractive this year, than last. The other comparable aspects remained proportionately high.

As in the elementary evaluation, the observers were asked to single out the most effective feature noted in each classroom visited and then list additional effective features. Unlike the findings in the elementary grades, those features most frequently found in the early childhood grades were the same for both ME and C/SS, although the order differed. The three single most effective features were "the number and quality of the additional staff" (ME 40 per cent, C/SS 21 per cent), "effective teaching" (ME 30 per

cent, C/SS 25 per cent), and the "availability and variety of materials" (ME 13 per cent, C/SS 14 per cent). In listing the other effective features, 50 per cent of the C/SS ratings named "None" compared to 13 per cent in the ME schools. Nevertheless, as with the single feature, those most frequently reported were the same. Again the "variety and availability of materials" (MES 32 per cent, C/SS 30 per cent) and "effective teaching" (MES 19 per cent, C/SS 10 per cent) were noted, as was "small classes" (MES 11 per cent, C/SS 10 per cent).

The observers were asked to particularize the problems they detected in the schools visited. They indicated that problems were more frequently apparent in the C/SS schools, citing "None" in 31 per cent of the MES schools compared to 19 per cent in the C/SS schools. The same two problems were noted most frequently in both ME and C/SS, although percentages differed. At times the observers felt they witnessed "poor teaching" (MES 14 per cent, C/SS 38 per cent) and that the areas in which the schools were located were a "deterrent to education because of high pupil turnover" (MES 17 per cent, C/SS 16 per cent). One other problem particularly reported in the C/SS were the "large classes" (16 per cent).²

When asked their feelings about the future of the MES program, all the early childhood observers recommended that the MES program be continued. Compared to 17 per cent of the observers in the elementary grades, 28 per cent of the early childhood observers recommended that the program be retained "as is," even though they were less consistently enthusiastic about the worth of a pupil day in prekindergarten, kindergarten, and first grade classes than other observers were about the second through sixth. Those who desired some modification in the program largely presented the same suggestions as were noted in the elementary grades, namely: specialized teacher training to utilize more effectively the small classes available, more creative teaching, and a program to psychologically orient teachers going into "disadvantaged areas."

Table 41 presents the data for the observers' ratings of the value of the school day and their reaction to sending a child of their own to the school they had visited. Considering the second question first, not only were the observers significantly more often "enthusiastic" about sending a child to the ME school, but the distributions for MES and C/SS were almost inverted, so completely opposite were the appraisals. The observers of early childhood grades in 1968 in ME schools were as frequently enthusiastic about having a child of their own attend the school (66 per cent) as the observers of the elementary grades in 1968 (60 per cent) or of the early childhood grades in 1967 (66 per cent) had been.

Although the ME rating was significantly higher, relatively low ratings for both ME and C/SS were made by the early childhood observers for the worth of the pupil day seen. The observers reported only 19 per cent of the ME lessons and none of the C/SS were worth more than the average day;

² That class size in C/SS schools was both an effective feature and a problem reflects the greater range in size in these schools.

TABLE 38

DISTRIBUTION OF RATINGS OBTAINED ON ILOR AND GSR
FOR OVERALL FUNCTIONING, BY SCHOOL TYPE, IN PER CENT,
EARLY CHILDHOOD GRADES

Characteristic	Above				Average				Below			
	MES	C/SS	C	S	MES	C/SS	C	S	MES	C/SS	C	S
Attractiveness of building	66	34	36	29	22	40	31	50	13	26	31	21
Attractiveness of classroom	78	29	32	21	22	67	32	72	0	1	0	7
General school climate	91	19	23	14	6	62	46	79	3	19	31	7
Attitude of teaching staff toward children	91	41	31	50	9	48	54	43	0	11	15	7
Attitude of administration staff	87	44	42	46	13	36	42	31	0	20	16	23
Attitude of supplementary teaching and service staff	75	46	46	47	19	35	31	38	6	19	23	15
Attitude of children toward teaching staff	85	50	50	50	15	38	33	43	0	12	17	7
Overall teacher-pupil relationship	89	70	69	72	5	19	22	16	0	11	9	12
Classroom's appearance	60	38	49	29	33	43	36	48	7	19	15	23
Atmosphere in terms of discipline and warmth	16	13	18	8	70	52	48	57	14	35	34	35

TABLE 39

DISTRIBUTION OF RATINGS OBTAINED ON ILOR AND GSR
FOR OVERALL FUNCTIONING, BY SCHOOL TYPE, IN PER CENT
FOR EARLY CHILDHOOD AND ELEMENTARY GRADES,
1968, MES ONLY

<u>Characteristic</u>	<u>Above</u>		<u>Average</u>		<u>Below</u>	
	<u>Early Childhood</u>	<u>Elementary</u>	<u>Early Childhood</u>	<u>Elementary</u>	<u>Early Childhood</u>	<u>Elementary</u>
Attractiveness of building	65	67	22	20	13	13
Attractiveness of classroom	78	80	22	17	0	3
General school climate	91	80	6	17	3	3
Attitude of teaching staff toward children	91	76	9	17	0	7
Attitude of ad- ministration staff	87	79	13	21	0	0
Attitude of supplementary teaching and service staff	75	78	19	22	6	0
Attitude of children to- ward teaching staff	85	70	15	30	0	0
Overall teacher pupil relation- ship	89	75	5	18	6	7
Classroom's appearance	60	51	33	40	7	9
Atmosphere in terms of dis- cipline and warmth	16	51	70	41	14	8

TABLE 40

DISTRIBUTION OF RATINGS OBTAINED ON GSR FOR
OVERALL FUNCTIONING, MES 1967 AND 1968, IN PER CENT,
EARLY CHILDHOOD GRADES

MES Only

<u>Characteristic</u>	<u>Above</u>		<u>Average</u>		<u>Below</u>	
	<u>1967</u>	<u>1968</u>	<u>1967</u>	<u>1968</u>	<u>1967</u>	<u>1968</u>
Attractiveness of classroom	54	78	46	22	0	0
General school climate	91	91	9	6	0	3
Attitude of teaching staff	91	91	9	9	0	0
Attitude of administration staff	82	87	18	13	0	0
Attitude of supplementary teaching and service staff	78	75	22	19	0	6
Attitude of children toward teaching staff	73	85	27	15	0	0

TABLE 41

OBSERVERS' OVERALL EVALUATION OF PROGRAM
IN TERMS OF VALUE OF PUPIL DAY
AND PLACING OWN CHILD IN SCHOOL, IN PER CENT

<u>Criterion</u>	<u>1968 E.C.</u>				<u>1967</u>	<u>1968</u>
	<u>MES</u>	<u>C/SS</u>	<u>C</u>	<u>S</u>	<u>MES</u> <u>E.C.</u>	<u>MES</u> <u>Elem.</u>
Own child in school-						
enthusiastic	66	8	9	7	64	60
accepting	28	44	36	50	27	30
rejecting	6	48	55	43	9	10
Worth of pupil day -						
above average	19	0	0	0	70	59
average	53	44	33	54	20	27
below average	28	56	67	46	10	14

the majority of the C/SS were valued as being below average (56 per cent) and the majority of the ME as average (53 per cent). In comparison, 59 per cent of the 1968 elementary grade ratings were "above average," as were 70 per cent of the early childhood ratings in 1967. Thus despite their positive appraisal and enthusiasm, the 1968 observers did not believe they had seen lessons of above average dollar value.

Teacher Functioning

As was done in the elementary grades, teacher functioning in the early childhood grades was estimated by means of 11 items from the GSR and ILOR. These were observer ratings of the in-class instruction and the teachers' level of verbal communication with the children. The data are presented in Table 42.

For 8 of the 11 instructional aspects there was a statistically significant difference in the distributions. Observers consistently rated the aspect "above average" more often in ME than in C/SS schools. Only for the three items on communication and questioning were the distributions comparable.

For ME early childhood grades, ratings were above average in the "quality of instruction" (68 per cent), the "amount of planning and organization" evident (54 per cent), "handling children's questions" (49 per cent), the "depth of instruction" (48 per cent), the "amount of material covered" in the lesson (47 per cent), the "type of discipline and control exercised" (91 per cent) and "verbal communication" (94 per cent). The highest proportions of above average ratings for the C/SS schools were "handling children's questions" (33 per cent), "quality of instruction" (32 per cent), and the "type of discipline" shown (32 per cent). The use of "teaching aids" was seldom seen as above average in either school type (21 per cent ME, 5 per cent C/SS), but only 39 per cent of the MES lessons were found to be "below average" as compared to 66 per cent in the C/SS schools.

Of the same aspects, in comparing the MES early childhood to the elementary grades (Table 43) there were no overall differences, for statistically significant differences were found in only two instances. In the overall quality of instruction approximately half the elementary lessons were rated above average (52 per cent), compared to two-thirds of those in early childhood grades (68 per cent). Typically, the observers rated the amount of planning and organization they saw in the elementary classes as "average" (63 per cent), but felt that more than half the early childhood activities were "above average" (54 per cent). In both these differences the more positive ratings were given in the early childhood years.

A comparison of the MES 1967 and 1968 early childhood data for seven comparable aspects (Table 44) shows no consistent differences. In only two aspects did they differ significantly: the "amount of planning and organization" evident in the lesson (more positively rated in 1968) and "level of creativity and imagination" (less positively rated in 1968). These data reflect no overall changes in the quality of teacher functioning.

TABLE 42

DISTRIBUTION OF RATINGS OBTAINED ON ILOR FOR
TEACHER FUNCTIONING, BY SCHOOL TYPE, IN PER CENT,
EARLY CHILDHOOD GRADES

Characteristic	Above				Average				Below			
	ME	C/SS	C	S	ME	C/SS	C	S	ME	C/SS	C	S
Overall quality of instruction	68	32	36	28	16	35	31	39	16	33	33	33
Amount of planning and organization	54	30	33	27	26	39	32	46	20	31	35	27
Level of creativity and imagination	31	11	16	6	29	21	15	27	40	68	69	67
Use of children's background and experience	42	23	23	23	24	64	65	62	34	13	12	15
Use of teaching aids	21	5	6	2	40	29	36	23	39	66	58	75
Amount of material covered	47	19	23	15	32	51	44	58	21	30	33	27
Depth of instruction	48	22	24	20	31	38	31	47	21	40	45	33
Type of discipline and control	91	32	25	38	9	56	59	54	0	12	16	8
Handling of children's questions	49	33	22	43	15	23	30	17	36	44	48	40
Verbal communication with children	94	90	91	90	5	7	9	4	1	3	0	6
Communication with non-English speaking children	58	a	68	a	37	a	32	a	5	a	0	a

^aThere were too few classes in which this aspect was rated to analyze the data for the Special Service Schools.

TABLE 43

COMPARATIVE OBSERVER RATINGS OF ILOR AND GSR
ASPECTS OF TEACHER FUNCTIONING, MES 1968, IN PER CENT
EARLY CHILDHOOD AND ELEMENTARY GRADES

<u>Characteristic</u>	<u>Above</u>		<u>Average</u>		<u>Below</u>	
	<u>Early Childhood</u>	<u>Elementary</u>	<u>Early Childhood</u>	<u>Elementary</u>	<u>Early Childhood</u>	<u>Elementary</u>
Quality of instruction	68	52	16	38	16	10
Planning and organization	54	32	26	63	20	5
Creativity and imagination	31	24	29	26	40	50
Use of children's background and experience	42	32	24	48	34	20
Use of teaching aids	21	12	40	31	39	57
Material covered	47	39	32	48	21	13
Depth of instruction	48	48	31	36	21	16
Type of discipline and control	91	80	9	20	0	0
Handling children's questions	49	45	15	22	36	33
Verbal communication with children	94	91	5	5	1	4

TABLE 44

DISTRIBUTION OF RATINGS OBTAINED ON ILOR FOR
TEACHER FUNCTIONING, MES 1967 AND 1968, IN PER CENT,
EARLY CHILDHOOD GRADES

Characteristic	MES ONLY					
	<u>Above</u>		<u>Average</u>		<u>Below</u>	
	1967	1968	1967	1968	1967	1968
Overall quality of instruction	54	68	29	16	17	16
Amount of planning and organization	29	54	59	26	12	20
Level of creativity and imagination	59	31	22	29	19	40
Use of children's background and experience	59	42	34	24	7	34
Use of teaching aids	32	21	34	40	34	39
Amount of material covered	51	47	29	32	20	21
Depth of instruction	48	48	33	31	19	21

Pupil Functioning

The eight aspects of pupil functioning studied for the early childhood evaluation encompassed the children's understanding of the teacher's word, verbal fluency, relationship with their peers, and their interest and response to the activities as expressed on several levels. These were the same criteria used for the elementary grades. The distributions appear in Table 45.

There were statistically significant differences between early childhood ME and C/SS schools in five aspects, with the ME schools obtaining the higher proportion of above average ratings. These five differences involved the "overall verbal fluency" (MES 60 per cent, C/SS 37 per cent), "children's interest and enthusiasm" (MES 81 per cent, C/SS 65 per cent), their voluntary "response" to the teacher's questions (MES 67 per cent, C/SS 49 per cent), the "overall participation of the children" in the activity (MES 91 per cent, C/SS 73 per cent), and the verbal communication among the children (MES 53 per cent, C/SS 34 per cent).

TABLE 45

DISTRIBUTION OF RATINGS OBTAINED ON ILOR FOR
PUPIL FUNCTIONING, BY SCHOOL TYPE, IN PER CENT,
EARLY CHILDHOOD GRADES

Characteristic	Above				Average				Below			
	MES	C/SS	C	S	MES	C/SS	C	S	MES	C/SS	C	S
Children's interest and enthusiasm	81	66	65	67	12	11	12	10	7	23	23	23
Children volunteered in response to teacher	67	49	49	48	14	19	14	24	19	32	37	28
Children raised questions	11	5	2	9	9	1	0	1	80	94	98	90
Overall participation of children	91	73	79	68	5	14	15	13	4	13	6	19
Children's general understanding of teacher's word	96	86	91	81	3	8	9	6	1	6	-	13
Overall verbal fluency of children who participated	60	37	36	42	33	49	51	43	7	14	13	15
Verbal communication among the children	53	34	35	43	39	50	55	50	8	14	10	17
Overall relationship among the children	84	72	76	68	15	22	20	24	1	6	4	8

For both ME and C/SS the observers found the relationship among the children and the children's understanding of the teacher's word to be above average, while the number of children who raised spontaneous questions during a lesson were few.

In comparing the two MES grade groups, elementary and early childhood (see Table 46), five of the eight rated items showed statistically significant differences, with three of the differences more positive in the early childhood grades and two in the elementary grades. Thus while the rating of the number of children who actively participated in the lesson was positive in the elementary grades (76 per cent above average), it was even more so in the early childhood grades (91 per cent). Similar differences were found for the "interest and enthusiasm" the children displayed (54 per cent elementary, 81 per cent early childhood), and for the number of children who "responded voluntarily" to teacher questions (41 per cent elementary, 67 per cent early childhood). The observers' ratings indicated the elementary grades superior to the early childhood in the "overall verbal fluency" of those children who participated in class (75 per cent to 60 per cent) and in the "clarity of articulation and correct grammar" the children used in verbal communications with one another (69 per cent to 53 per cent).

In comparing ME pupil functioning in 1967 and 1968 (see Table 47), two aspects showed a statistically significant difference. In both, the more positive ratings were reported this year, involving the children's interest and enthusiasm (81 per cent above average in 1968 compared to 60 per cent in 1967) and "verbal fluency" (60 per cent above average in 1968, 33 per cent in 1967).

Summary

The data on the evaluation of the early childhood years reflect a more positive appraisal of the ME program than of the C or SS programs in these years. For example, there was a generally positive appraisal of overall school functioning in all three types of schools, yet the appraisal was significantly more often positive in the ME schools. Similarly, in the ratings for teacher functioning, in the typical ME lesson, the aspects were rated "above average" compared to "average" in the comparison schools. In the ratings for pupil functioning the differences were less consistent, but all of the significant differences did indicate superior functioning in the ME schools. Generally there were no consistent differences for the ME schools between the pattern of ratings in the early childhood years and in the elementary years, nor between 1967 and 1968 for the early childhood years only.

TABLE 46

COMPARATIVE OBSERVER RATINGS OF ILOR AND GSR
ASPECTS OF PUPIL FUNCTIONING, MES 1968
EARLY CHILDHOOD AND ELEMENTARY GRADES

Characteristic	Above		Average		Below	
	Early Childhood	Elementary	Early Childhood	Elementary	Early Childhood	Elementary
Children's interest and enthusiasm	81	54	12	17	7	29
Children volunteered in response to teacher	67	41	14	24	19	35
Children raised questions	11	6	9	4	80	90
Overall participation of children	91	76	5	8	4	16
Children's general understanding of teacher's word	96	88	3	7	1	5
Overall verbal fluency of children who participated	60	75	33	25	7	0
Verbal communication among the children	53	69	39	31	8	0
Overall relationship among the children	84	88	15	10	1	2

TABLE 47

DISTRIBUTION OF RATINGS OBTAINED ON ILOR FOR
PUPIL FUNCTIONING, MES 1967 AND 1968 IN PER CENT,
EARLY CHILDHOOD GRADES

Characteristic	<u>MES Only</u>					
	<u>Above</u>		<u>Average</u>		<u>Below</u>	
	1967	1968	1967	1968	1967	1968
Children's interest and enthusiasm	60	81	28	12	12	7
Children volunteered in response to teacher's questions	58	67	15	14	27	19
Children raised questions	6	11	12	9	82	80
Overall participation of children	88	91	4	5	8	4
Overall verbal fluency of children who participated	33	60	40	9	27	31

CHAPTER IX

IN-CLASS ACTIVITIES IN THIRD AND FIFTH GRADES

One phase of the 1967-68 evaluation was an effort to obtain data through which to describe the nature of the in-class activities in a sample of third and fifth grade classes. The rationale for the study was the concern noted by two different evaluation teams (covering the school years 1965-66 and 1966-67) that they saw little evidence of difference in the instructional process in the ME schools as compared to schools with regular programs. As a first step in providing data relevant to this question, this year's evaluation team decided to obtain descriptive data as to what happened in a sample of ME, C, and SS classrooms by the full day observations described in Chapter II. The data obtained and presented in this chapter were intended to be purely descriptive. No evaluative ratings were made directly by the observers nor were any inferred by the evaluation team. The study was specifically intended to answer the following questions:

1. In what content areas does instruction take place, and how much time is allocated to each area?
2. For how much of the school day does the class receive instruction as a total class, and therefore for how much of the day do they receive instruction in groups?
3. How often is instruction provided at different levels?
4. How often is instruction departmentalized?
5. How often do pupils receive instruction out of class?
6. How often is the class interrupted by some kind of internal or external interference; and what is the nature of the interruptions?
7. Who is responsible for instruction, and for what proportion of the day is each person responsible?

The Content Areas of Instruction

Table 48 presents the proportion of classes receiving instruction in each of the six content areas selected for analysis. With the exception of the 69 per cent of SS fifth grade classes in which instruction in reading was provided, at least 85 per cent and as many as 100 per cent of the classes received instruction at some point during the day in Reading, Language Arts, and Arithmetic. This was equally true of the third and fifth grades. Next came Arts and Crafts and Social Studies, which presented an interlocking, opposite set of data, seen more often in one grade than the other. As would be expected, Arts and Crafts instruction was more frequently seen in the third grade classes, and

Social Studies instruction in the fifth grade classes. Finally, instruction in science was seen in fewer than half the classes, with the range dipping down to the 23 per cent of the SS third grade classes in which a science lesson was seen. Contrary to expectation, there were no significant differences in the frequency of science lessons in the two grades studied.

TABLE 48

PER CENT OF CLASSES RECEIVING INSTRUCTION IN
VARIOUS ACADEMIC SUBJECTS, BY GRADE AND TYPE OF SCHOOL

Academic Subject	<u>3rd Grade</u>			<u>5th Grade</u>		
	ME	C	SS	ME	C	SS
Reading	96	100	85	100	92	69
Language Arts	96	100	92	92	100	85
Arithmetic	96	92	100	96	100	100
Arts & Crafts	85	77	31	62	67	31
Social Studies	54	62	69	92	92	85
Science	46	31	23	42	42	31

A more precise insight into the nature of instruction in these content areas is provided in Tables 49, 50, and 51, which present the number of minutes of instruction provided in these six areas.

These tables indicate the number of classes that did and did not provide instruction in the content area. Also presented are two medians, one the overall median amount of instruction including the classes with no (zero minutes) instruction and a second median considering only those classes which provided instruction in the area. Thus, the reader can see the two relevant aspects of these data: first, how much instruction was provided on the average in the classes, and second, when a lesson was given in the area, how long that lesson was.

The data in Table 49 for reading and language arts indicate that, in the third grade, the MES classes devoted more time to reading, but less to language arts than the C or SS classes. The result of these differences is that on the average, the total amount of instructional time devoted to these two aspects was comparable: 108 minutes for the MES classes, and 112 for the C/SS classes (specifically 123 or 124 for C and 103 for the SS classes).

TABLE 49

AMOUNT OF INSTRUCTION GIVEN IN READING AND LANGUAGE ARTS
BY GRADE AND TYPE OF SCHOOL, PER CENT OF CLASSES

Amount of Time in Minutes	Third Grade					Fifth Grade					Language Arts				
	Reading		Language Arts			Reading		Language Arts			ME		C/SS		
	ME	C/SS	C	SS	ME C/SS	ME	C/SS	C	SS	ME C/SS	ME	C/SS	C	SS	SS
121+	0	0	0	0	4 0	0	0	8	0	0	0	0	0	0	0
111-120	0	0	0	0	4 4	0	0	8	0	0	0	0	0	0	0
101-110	0	4	0	9	0 8	8	0	8	8	0	4	4	0	0	9
91-100	16	0	0	0	8 4	0	0	8	0	0	8	0	0	0	0
81-90	12	12	23	0	4 8	8	5	8	9	0	4	4	8	0	0
71-80	16	0	0	0	4 8	8	4	8	8	0	8	13	17	9	9
61-70	12	17	23	9	8 12	8	10	8	18	9	4	9	8	9	9
51-60	16	21	15	28	12 16	8	30	8	28	34	13	4	0	9	9
41-50	12	21	31	9	8 4	0	15	0	8	11	26	18	17	18	18
31-40	4	17	0	36	20 8	8	26	15	18	11	21	9	8	9	9
21-30	4	4	8	0	24 8	14	4	10	0	22	0	22	34	9	9
11-20	0	0	0	0	0 16	14	4	0	0	0	4	13	8	19	19
1-10	8	4	0	9	4 0	0	5	0	0	11	8	4	0	9	9
Median	65.5	52.5	58.0	45.5	43.0 59.3	65.5	45.5	57.2	45.5	52.2	47.2	41.8	40.5	43.0	43.0
Amt. of Time															
Total No. Classes Rec.															
Instruction	25	24	13	11	25 25	13	12	13	12	9	24	23	12	11	11
No. Not Rec. Instruction	1	2	0	2	1 1	0	1	0	1	4	2	2	0	2	2
Overall															
Median	61.3	50.5	58.0	39.3	40.5 58.0	65.5	55.5	45.5	53.8	28.0	45.5	38.0	40.5	35.5	35.5

AMOUNT OF INSTRUCTION GIVEN IN ARITHMETIC AND SCIENCE
BY GRADE AND TYPE OF SCHOOL, PER CENT OF CLASSES

Amount of Time in Minutes	Third Grade					Fifth Grade				
	Arithmetic		Science		SS ^a	Arithmetic		Science		SS ^a
	ME	C/SS	C	ME	C/SS	ME	C/SS	C	ME	C/SS
101-110	0	0	0	0	0	0	4	0	8	0
91-100	0	0	0	0	0	0	4	0	8	0
81-90	0	4	0	8	(1)	8	0	0	0	0
71-80	0	4	8	0	0	0	0	0	0	11
61-70	0	0	0	0	0	4	4	0	8	11
51-60	12	12	17	8	(1)	20	20	25	15	9
41-50	28	24	8	38	(1)	48	32	42	23	9
31-40	40	28	33	23	(1)	8	12	8	15	46
21-30	8	16	17	15	(1)	12	12	8	15	18
11-20	8	4	0	8	(1)	0	12	17	8	18
1-10	4	8	17	0	(1)	0	0	0	0	0
Median	38.0	38.4	35.5	41.5	34.5	35.5	a	a	46.8	44.9

Total No.

Classes Rec.

Instruction 25

Total No.

Not Rec.

Instruction 1

Overall

Median

^aThe number of lessons in the C and SS schools separately was too few for medians or per cents to be meaningful. Instead, the number of classes in each interval is indicated.

^bSince more than half the classes did not receive instruction in this content area, the overall median is not meaningful.

TABLE 51

AMOUNT OF INSTRUCTION GIVEN IN SOCIAL STUDIES AND ARTS AND CRAFTS
BY GRADE AND TYPE OF SCHOOL, PER CENT OF CLASSES

Amount of Time in Minutes	Third Grade						Fifth Grade					
	Social Studies			Arts and Crafts			Social Studies			Arts and Crafts		
	ME	C/SS	C	ME	C/SS	C	ME	C/SS	C	ME	C/SS	C
101+	0	0	0	4	0	0	0	0	0	6	0	0
91-100	0	0	0	9	0	0	0	4	0	0	6	0
81-90	7	0	0	4	0	0	0	0	0	11	0	0
71-80	0	0	0	9	0	0	13	4	0	6	12	0
61-70	0	0	0	0	0	0	0	14	0	6	12	11
51-60	7	18	0	9	16	10	4	4	0	6	0	0
41-50	29	0	0	4	26	10	33	14	18	23	18	39
31-40	36	28	38	29	26	30	33	23	37	18	23	25
21-30	14	18	12	14	21	30	4	14	18	18	23	12
11-20	7	18	25	14	0	0	9	9	18	6	0	0
1-10	0	18	25	4	11	20	4	14	9	0	6	12
Median	38.5	28.8	20.5	33.0	37.2	37.5	40.5	36.5	31.8	44.3	39.3	40.5
Total No.	44.3											
Classes Rec.	44.3											
Instruction	14	17	8	9	22	19	24	22	11	17	17	8
No. Classes	0											
Not Rec.	0											
Instruction	12	9	5	4	4	7	2	3	1	9	8	4
Overall	45.5											
Median	20.5	13.8	8.0	23.0	33.8	30.5	39.3	33.5	30.5	30.5	29.3	30.5
Overall	29.0											

At the fifth grade, the medians were close for both content areas, with the only suggestions of differences in the observed data that the C classes spent more time on reading than either the MES or SS classes, with the MES classes spending more time on language arts than either comparison group. Again the totals across the two areas were comparable: 93 minutes for MES, 96 for C, and 88 or 89 for SS classes.

The variation in instructional time within school type is also made clear by the data in Table 49. For example, in the MES third grade classes observed, one class spent no time during the day on reading instruction, while the instruction which was given in 25 classes ranged from 100 minutes to 5 minutes.

Recognizing the limitations of sampling involved, for the MES classes we correlated the number of minutes of instruction given in reading during the day of the observation with the median reading grade of the class on the citywide Metropolitan Achievement Tests in April. Neither the correlation at the third nor at the fifth grade was statistically significantly different from zero, indicating no relationship between length of daily instruction in reading and average reading ability.

Table 50 presents the distributions of instructional time for arithmetic and science. The science distributions are limited by the few (3 to 5) lessons in which science was taught in the C and SS schools; however, science lessons were more frequently seen in the MES classes at the third grade.

In those classes in which instruction was given, the amount of time devoted to arithmetic was comparable among the types of schools at the third grade, but the C schools devoted more time to this area at the fifth grade than either the ME or SS schools. The amount of time devoted to science instruction was comparable at each grade.

Table 51 presents the instructional time devoted to Social Studies and Arts and Crafts. At both grades the frequency of lessons in Social Studies was comparable, with the ME and SS classes devoting more time to this area than the C classes. There were particularly large differences between ME and C classes at the third grade (38.5 minutes compared to 20.5 minutes) and between SS and C classes at the fifth grade (55.5 minutes compared to 31.8 minutes).

In Arts and Crafts, the frequency of instruction was comparable as was the amount of time devoted to this area across the types of schools.

Summary

This analysis of the instructional time devoted to the different content areas indicates more comparability than difference in the three types of schools, particularly at the fifth grade. The MES third grade classes spent more time on reading than the C and SS classes, which in turn spent more time on language arts.¹

¹Since all three types of schools worked within the same length of school day every difference in one direction had to be compensated by a difference in some other area. Thus, the reader should note that no one piece of data reported in this section is fully independent of any other.

The ME classes were more likely to have a science lesson, but for those classes that had them, there were no differences between school types in the time devoted to science. Thus, we conclude that the school day was allocated to the content areas in much the same way in all three types of schools.

Time Spent as a Total Class

In Table 52, data are presented on the total amount of time the classes observed spent as a total class. Here there are consistent differences indicated at both third and fifth grade: the MES classes spent less time together as a total class, and thus more time broken up into groups for instructional purposes. The difference was about an hour at the third grade and 40 minutes at the fifth. Moreover, this difference reflected in the medians is perhaps even more strongly expressed if one considers the proportion of classes that spent more than 260 minutes together as a total class. At the third grade this proportion was 12 per cent for MES classes but 70 per cent and 53 per cent for the C and SS classes. At the fifth grade the same proportions were 30 per cent compared to 59 per cent and 69 per cent.

At the opposite end of the distribution, considering the proportion of classes in which total class instruction was 200 minutes or less, the data in Table 52 indicate that, while this happened in 46 per cent of the MES third grade classes, it never happened in a third grade C class and in only 8 per cent of the SS classes. Similarly, at the fifth grade, 35 per cent of the MES classes, but only 16 per cent of the C and none of the SS classes met as a total class for less than 200 minutes.

These data indicate that in 1967-68 the ME schools took action that counters the criticism voiced in previous evaluations that, typically, total class instruction characterized the schools.

Time Devoted to Different Levels of Instruction

Table 53 presents the mean number of minutes of instruction in reading and in arithmetic provided at two or more levels of instruction. At both grades and in both content areas the data indicate the same differences: instruction at two or more levels more often characterized the MES classes than either the C or SS classes. But within subject, for the third grade, this difference was arrived at differently. In Reading, at the third grade there was little difference in the amount of time devoted to two levels of instruction. In ME classes, four times as much time was devoted to three or four levels of instruction as in the comparison classes. In contrast, in Arithmetic at the third grade there were differences in the amount of time devoted to two levels of instruction, with more than two levels observed in only one ME class.

Thus, the finding presented in the data of Table 52 that more time was devoted to instruction in groups rather than in whole classes in ME schools is further developed by the finding presented in Table 53, that the instruction was also more often at different levels of instruction.

TABLE 52

TOTAL TIME SPENT AS WHOLE CLASS,
BY GRADE AND TYPE OF SCHOOL, IN PER CENT OF CLASSES

Time in Minutes	Third Grade				Fifth Grade			
	MES	C/SS	C	SS	MES	C/SS	C	SS
281-300	8	31	31	30	12	40	42	38
261-280	4	31	39	23	18	24	17	31
241-260	23	19	15	23	12	12	17	8
221-240	8	11	15	8	15	4	8	0
201-220	11	4	0	8	8	12	0	23
181-200	19	4	0	8	0	0	0	0
161-180	19	0	0	0	15	4	8	0
141-160	0	0	0	0	4	4	8	0
121-140	0	0	0	0	12	0	0	0
101-120	0	0	0	0	4	0	0	0
81-100	8	0	0	0	0	0	0	0
Median Amount of Time	207	268	270	264	230	272	270	273
Total No. of Classes	26	26	13	13	26	25	12	13

TABLE 53

MEAN NUMBER OF MINUTES OF READING AND ARITHMETIC
INSTRUCTION AT TWO, THREE, AND FOUR
LEVELS OF INSTRUCTION

No. of Levels of Instruction	Reading							
	Third Grade				Fifth Grade			
	ME	C/SS	C	SS	ME	C/SS	C	SS
2	15.5	16.5	20.3	12.7	13.9	2.7	1.6	3.8
3	12.5	3.1	1.1	5.0	7.3	1.0	1.9	0
4	4.9	1.0	0	2.1	5.4	2.1	3.9	.4
Total	32.9	20.6	21.4	19.8	26.6	5.8	7.4	4.2

Arithmetic								
2	11.7	.7	.4	.9	9.5	6.0	3.8	8.0
3	.2	0	0	0	3.6	1.7	3.6	0
4	0	0	0	0	0	1.7	0	3.5
Total	11.9	.7	.4	.9	13.1	9.4	7.4	11.5

Frequency of Departmentalized Instruction

Table 54 presents the data on the frequency with which departmentalized instruction was seen in the classes observed, again for reading and arithmetic. To fully interpret this table one must consider the footnotes which indicate that the number of schools providing departmentalized instruction was many fewer than the number of lessons in which it was seen. The point indicated by this is that about two-thirds of the ME schools provided some departmentalized instruction in reading at the third and fifth grades but only one fifth did in arithmetic. At third and fifth grades, in either content area, only an isolated Control or Special Service school provided such instruction.

Since the ME schools are staffed with specialists and cluster teachers and thus are more able to establish departmentalized instruction than the typical school, the comparative finding of difference is to be expected. More important is the descriptive information provided by the data in Table 54 that departmentalized instruction is provided in most ME schools in reading but is relatively infrequent in arithmetic. When it was provided, however, about the same median amount of time was devoted to instruction in each content area, at each grade studied.

Once again the data also indicate the wide variation in time devoted to specific lessons, with the range in Table 54 going from 16 minutes to more than one hour.

Frequency of Extra-Classroom Instruction

Table 55 presents the data through which one can understand the frequency with which children were taken from a class for instruction. In some instances this was for small group instruction (as in a remedial reading group); in other instances it was for individual instruction (as in an individual remedial speech lesson). Individual and group instruction are not differentiated in the table since the observers reported that they were not always able to determine this aspect of the extra-class instruction.

Extra-class instruction was seen in the same four areas at both the third and fifth grade, and as is obvious from the table, was not frequent at either grade in any area. At most 23 per cent of the classes² were involved in any one area and usually no more than 1 or 2 per cent were. Moreover, the number of children involved was small, never exceeding 21 for any one type of school. This is 21 out of about 500 for the ME schools and 350 to 400 for the C and SS schools.

Within this generalization of infrequent occurrence, the practice of taking children from the class for instruction did occur more consistently in the ME schools. At least one of these schools is represented in each

²This most frequent occurrence involves the 6 (of 26) MES third grade classes from which children were taken for instruction in reading.

TABLE 54

DISTRIBUTION OF AMOUNT OF TIME IN DEPARTMENTALIZED
READING AND ARITHMETIC INSTRUCTION

Amount of Time in Minutes	Number of Classes															
	Reading Instruction								Arithmetic Instruction							
	Third				Fifth				Third				Fifth			
	MES	C/SS	C	SS	MES	C/SS	C	SS	MES	C/SS	C	SS	MES	C/SS	C	SS
61+	4				3					1	1					
56-60	3				4											
51-55	1	1		1	2										0	
46-50	1	1			4					2		2		1		
41-45	1				5									2		
36-40	7				3				3					1		
31-35	0				1									0		
26-30	0								1					1		
21-25	2													1		
16-20	1															
Classroom With None	9	24	13	11	6	25	12	13	22	23	12	11	21	25	12	13
Total No. of Lessons	20 ^a	2 ^b	0	2 ^b	22 ^c	0	0	0	4 ^d	3 ^e	1	2 ^b	6 ^f	0	0	0
Median	39.8				48.0				38.8				40.5			

a=Represents 9 ME schools and 17 classes

b=Represents 1 SS school and 2 classes

c=Represents 12 ME schools and 20 classes

d=Represents 3 ME schools and 4 classes

e=Represents 1 SS school (2 lessons) and 1 C school.

f=Represents 3 ME schools and 5 classes

TABLE 55

INSTANCES OF EXTRA-CLASS INSTRUCTIONAL TIME (MINUTES)
BY GRADE, TYPE OF INSTRUCTION, AND SCHOOL,
NUMBER OF CHILDREN, NUMBER OF CLASSES

Type of Instruction and School	3rd Grade										5th Grade										Total No. of Times	No. of of Clas.	No. of Child. Invol.	
	Minutes										Minutes													
	1-15		16-25		26-35		36-45		46-55		1-15		16-25		26-35		36-45		46-55					
	15	25	15	25	15	25	15	25	15	25	15	25	15	25	15	25	15	25	15	25				
Reading																								
ME	1	2			4	1															4	4	21	
C/SS			1		4	1															1	3	8	
C					2	1															1	3	8	
SS			1		2																0	0	0	
Non-English Instruction ^a																								
ME	1		2	1	1	1															1	1	1	
C	1	1	1																		1	1	2	
Speech & Phonics ^b																								
ME		2	1	1																	1 ^d	1	3	
SS																					1	1	12	
Arithmetic ^c																								
ME	1				1																2 ^e	2	4	

a-No non-English instruction was observed in SS schools.

b-No speech instruction was observed in C schools

c-No arithmetic instruction was observed in C & SS schools.

d-Unable to ascertain amount of instructional time.

e-Unable to ascertain amount of instructional time for one occurrence.

content area at both grades, whereas the C schools appear only for reading and non-English instruction and the SS for reading and speech, with neither represented in arithmetic.

Overall, we conclude that the practice is too infrequent and involves too few children to be considered a significant component of the instructional process in the schools and grades studied.

Frequency and Nature of Internal and External Interruptions³

Table 56 presents data concerning the frequency of interruptions and the amount of time elapsing between each interference. The median amount of time between interruptions ranged in the third grade sample from approximately 3 minutes for SS schools to 4 minutes for ME classes and 5 minutes for C schools. Slightly more time elapsed between interruptions in the fifth grade classes, where a span of approximately 5 minutes occurred for MES, C, and SS schools.

The results of a content analysis concerning the nature of entrances and/or departures to and from the classroom of both children and staff are reported in Table 57. The most frequent source of interruptions in all schools was the entering and leaving of children on errands, which accounted for almost half the total number of interruptions. Approximately one-quarter of the interruptions were attributed to teachers and other instructional and non-instructional staff. Late children, children removed for discipline, or extra-curricular activities, and children leaving for miscellaneous or unknown reasons comprised the remaining causes of classroom interruptions. Differences between ME and C/SS combined, at both grade levels, for each of the categories were negligible.

Teachers Present in Classroom

The median amount of time different teachers spent in the classroom and the number of classes in which they were present based on a 300 minute school day is reported in Table 58. The regular teacher in ME schools spent approximately three quarters of an hour less time in both third and fifth grade classes than the regular teacher in C and SS classes combined. In one ME class at both the third and fifth grade level, the regular teacher was never in the room without the presence of another staff member.

Considering next those instances in which either the cluster teacher or the specialist was alone with the class in the third grade, each of these kinds of teachers was seen more often in the ME classes compared to the C/SS classes, but this was true only for the cluster teacher at the fifth grade. Interestingly enough, at the third grade the amount of time these teachers actually spent in class was comparable in all three types of schools for both roles: about 40 minutes for the cluster teacher and 47 minutes for the specialists. This was not true at the

³ As noted in Chapter II, an interruption was defined as any departure from, or entry into the room with the exception of bathroom visits and drinks of water.

fifth grade where the cluster teachers were present longer (50 minutes) in the SS schools than in either the ME (45 minutes) or C (44 minutes), and the specialists present longer in ME (51 minutes) than C (38 minutes) or SS (33 minutes) schools.

The data in Table 58 also indicate that only in the ME schools did we see instances in which the regular teacher was in the classroom teaching together with a cluster teacher or a cluster teacher and specialist were teaching together.

The differences in the comparative frequency with which the cluster teacher and specialist were seen in the ME, C, and SS schools is not in and of itself surprising since these positions existed more often in the ME schools. What is important is the finding that not only did the position exist, but that the person filling the position was being used for instructional purposes. In this sense, then, the data indicate that this component of the MES program was being implemented.

TABLE 56

MEDIAN NUMBER, AND MEDIAN AMOUNT
OF TIME BETWEEN INTERRUPTIONS

<u>Statistic</u>	<u>Third Grade</u>				<u>Fifth Grade</u>			
	<u>C/</u>				<u>C/</u>			
	<u>MES</u>	<u>SS</u>	<u>CS</u>	<u>SS</u>	<u>MES</u>	<u>SS</u>	<u>CS</u>	<u>SS</u>
Number of observation days	26	26	13	13	26	25	12	13
Median amount of interrup- tions per day	14.5	16.2	14.9	25.0	15.33	16.6	19.5	13.7
Median amount of time be- tween interruptions	4.03	3.78	4.83	3.29	4.88	4.99	4.83	5.18

TABLE 57

PER CENT OF TYPE OF INTERRUPTION, BY
GRADE AND TYPE OF SCHOOL

Type of Interruption	<u>Third Grade</u>				<u>Fifth Grade</u>			
	ME	C/SS	C	SS	ME	C/SS	C	SS
Child enters or leaves on errand	46	47	52	44	40	45	47	43
Late children	9	6	3	7	8	7	7	6
Child leaves and/or returns for discipline	3	3	3	3	3	5	7	3
Child leaves for extra-curricular activities	1	1	0	2	2	8	5	11
Child leaves for unknown reasons	6	12	2	18	11	6	7	5
Child leaves for miscellaneous reasons	7	5	7	3	3	6	7	5
Staff interruptions:								
a) Teachers	14	10	15	7	14	11	9	12
b) Principal and/or Ass't. Principal	3	4	4	4	6	2	2	3
c) Other instructors and non-instructional staff	11	12	14	12	13	10	9	12
Total N	218	287	106	181	297	311	165	146

TABLE 58

NUMBER OF CLASSES AND MEDIAN AMOUNT OF TIME IN MINUTES TEACHER(S)
PRESENT IN CLASSROOM, BY GRADE AND TYPE OF SCHOOL

Type of Teacher(s)	<u>ME</u>		<u>Third Grade</u> <u>C/SS</u>		<u>C</u>		<u>SS</u>	
	No. of Classes	Med.Amt. of Time	No. of Classes	Med.Amt. of Time	No. of Classes	Med.Amt. of Time	No. of Classes	Med.A of Ti
Regular	25	201.9	26	246.2	13	245.5	13	246.
Cluster	15	39.1	6	40.5	2	40.5	4	40.
Specialist	15	46.8	11	46.8	4	47.2	7	46.
Regular & Cluster	14	48.0	0	--	0	--	0	--
Regular & Specialist	6	45.5	6	30.5	4	30.5	2	20.
Cluster & Specialist	2	50.5	0	--	0	--	0	--

<u>Fifth Grade</u>								
Regular	25	198.0	25	242.5	12	247.2	13	237.
Cluster	17	44.8	7	43.8	4	50.5	3	30.
Specialist	9	50.5	9	38.5	5	33.0	4	47.
Regular & Cluster	6	33.8	0	--	0	--	0	--
Regular & Specialist	11	30.5	7	43.0	3	30.5	4	47.
Cluster & Specialist	3	35.5	0	--	0	--	0	--

CHAPTER X

PARENT OPINION OF THE MES PROGRAM AND
TEACHER PERCEPTION OF ROLES AND DECISION-MAKING

Two facets of the 1967-68 evaluation of the MES program did not work out successfully: the effort to estimate parental opinion of the quality of education provided their children in ME, C, and SS schools, and the effort to obtain an insight into teachers' perceptions of the specialist's role as well as of the decision-making process in ME, C, and SS schools. In both instances the instruments distributed were returned in extremely small numbers, and the data therefore provide only a first look into the areas studied but no basis for drawing conclusions. Moreover, the sparse returns which did come in from teachers were predominantly from the ME schools, so the intended comparisons of ME, C, and SS schools have been eliminated.

The survey of parental opinion was conducted by sending a letter home to parents inviting them to come to the school to speak to a member of the evaluation team, herself a parent of a child in a school of the same type (ME or C/SS), but not the identical school. This survey was planned for the end of the school year. However, this proved to be an error, for there was insufficient time to alert and invite the parents to school for the interviews. Clerical confusion by the evaluation team in some schools also reduced the number of returns. For these reasons we do not believe that the small number of returns is in any sense a reflection of the extent of parental interest (or disinterest) either in the MES program specifically or in education in general.

The survey of teachers' perceptions of roles and decision-making was also delayed until the end of the year because of the desire to have the responses based on as much of the school year as possible. In retrospect, we attribute the low rate of returns partially to this factor, as well as to the fact that the instruments involved looked imposing and as if they demanded a great deal of time, and to the possibility that many teachers continued to feel that the team conducting this 1967-68 evaluation had not been fully fair to the MES program in the 1966-67 evaluation.¹

Given these limitations, in this chapter we shall first present the data obtained from parents, then the data obtained from teachers on the decision-making process, and finally the data on role perceptions.

¹ In this context, the evaluation team is grateful to the MES Committee of the United Federation of Teachers for suggesting to its teacher members in the ME schools that they participate in this phase of the study.

Parental Opinion

The full Parent Questionnaire (see Appendix B) consisted of two parts: Part I primarily asked parents to compare their children's school with certain standards; Part II tried to ascertain whether parents wished to become involved in influencing certain decisions which affect the schools and sought parental reactions to specific school situations possibly affecting them or their children. Sufficient data were returned for Part I only, and consequently this section of the report is limited to this portion of the questionnaire.

Table 59 presents the data provided by 89 parents of children attending an ME school and 34 parents of children attending a comparison school on the four ratings made. On all four, the distributions for MES parents were significantly more positive.

In response to the question "How do you think your child's school compares to other elementary schools in the neighborhood?" 84 per cent of the MES parents and 74 per cent of the C/SS parents rated their child's school as equal to or better than others in the neighborhood. However, most of the MES parents' ratings (63 per cent) indicated that the child's school was "a lot better," compared to only 26 per cent of the C/SS parents who gave this rating, a significant difference.

A slightly different picture appeared when parents were asked to extend the base of their comparison to include schools throughout the city in general, to consider the ME school in particular, and parental expectations for an elementary school. In all three comparisons significantly more MES than C/SS parents chose the extremely positive option. A significantly greater per cent believed their children's schools were equal to, or better than, others in the city (71 per cent to 56 per cent), other ME schools (62 per cent to 39 per cent) and what they expected (78 per cent to 57 per cent). MES parents generally felt their children's schools were among the best the city had to offer (50 per cent), a little or a lot better than other ME schools (46 per cent), and a lot better than they expected (55 per cent). No more than 4 per cent of MES parents considered their child's school worse than other schools, but as many as 27 per cent of the C/SS parents did.

Asked if there were something "special" about the school their child attended, the majority in both groups answered affirmatively, although significantly more of the MES parents (83 per cent) than of the C/SS parents (53 per cent) said "yes". Mentioned most often by MES parents were the abundance of staff specialists (by 17 parents), smaller classes (7), and variety of extra-curricular offerings (7). C/SS parents mentioned I.G.C. classes (3) and teachers' attitudes (3).

On the question of the future of MES all but one of the respondents felt the program should be continued. The one exception was a parent of a child who attended an ME school. However, there was disagreement as to the nature of this continuance. Of the MES parents, 26 per cent (23) said the program should be continued "as is," 11 per cent (10) felt "a few changes" were in order, 29 per cent (25) recommended "some" change, and 20 per cent (18) said "a lot of change" was called for and 14 per cent had

no opinion. The specific recommendations were: increased student learning (3), more teacher-specialists (3), improvements of teachers' attitudes (3), and two each who wanted more parental involvement in school affairs, additional supplies and equipment, complete implementation of the MES concept in every school, and the expansion of the MES program to other elementary and to secondary schools.

The parents who participated in this study seem pleased by what they know of the MES program. They feel the program, though imperfect, is achieving the objectives which brought it into being. They apparently feel the program should continue striving "to see that no child is deprived of the opportunity to learn the basic skills needed for future citizenship."

TABLE 59

DISTRIBUTION OF RATINGS ON PARENT QUESTIONNAIRE,
IN PER CENT

N=89 MES; 34 C/SS

Comparison of Child's School to:	Child's School	Per Cent of Parents Rating Their Child's School As						
		A Lot Better	A Little Better	About the Same	A Little Worse	A Lot Worse	Don't Know	Omit
Other Elem. Schools in Neighborhood	ME	63	9	12	0	1	12	3
	C/SS	26	24	24	6	9	9	2
Other Elem. Schools in City	ME	50	13	8	3	1	21	4
	C/SS	18	9	29	21	3	18	2
Other ME Schools	ME	34	12	16	3	0	26	9
	C/SS	6	15	18	12	15	32	2
Parent Ex- pectations for an Elem. School	ME	55	10	13	8	2	8	4
	C/SS	12	21	24	31	6	6	0

Teacher Perception of Decision-Making

Since one component of the MES concept is participative decision-making, this evaluation sought to study this aspect of the program. The focus of the investigation was on two basic facets of the decision-making process, namely, participation and the actual act of decision making.

Two forms of Decision-Making Questionnaire were developed. Each one listed nine decisions² and asked the respondent to indicate who, among a list of all possible participants, "should" participate, "does" participate, and then who "should" and "does" make the decision. The decisions comprising the questionnaire were chosen because of interest shown in them as issues by the participants in previous evaluations of the MES program.

Because of the low rate of questionnaire returns the planned comparisons of relative participation of different role groups, of ME and non-ME schools, and of schools within the MES program had to be abandoned. Since only two role groups, teachers and administrators, were mentioned sufficiently, the data presented and the section that follows is based on those decisions in which both teachers and administrators were identified by 20 or more teacher respondents as persons who should participate in the decision-making process. The data are presented in Table 60 for Forms I and II.

The last row of Table 60 indicates that on both Forms, comparable percentages of respondents believed both teachers and administrators should participate (33 per cent to 38 per cent). However, the actual participation of administrators was perceived significantly more often than that of teachers and greater than it should have been. The overall actual participation of administrators, while consistent with tradition, was not consistent with the respondents' collective perception of how things should be.

The specific decisions in which the respondents reported administrative participation more often than they wanted it involved decisions dealing with teacher orientation, lesson plan evaluations, non-teaching assignments of teacher-specialists, curriculum evaluation, curriculum revision, and school organization. In all these decisions the administrators were also seen as participating more than teachers did. The decisions where the participation of administrators was not felt to be excessive were: deciding to remove a child from class, determining controversial classroom content, the availability of guidance material, school representation in the local community, the use of teacher preparation periods, permanent record card entries, faculty teaching assignments, and integrating school-community needs. Of these, only with respect to school representation in the local community, faculty teaching assignments, and the integration of school-community needs were administrators seen actually participating more than teacher. Of the fourteen decisions studied, there was not one example where larger percentages of teachers than administrators were perceived as participating.

²Sufficient data were returned for only seven of the nine decision on each Form.

RESPONSES TO DECISION-MAKING QUESTIONNAIRE BY FORM

Form I	Prop. of Resp. Who Believe Administrator		Prop. of Resp. Who Believe Teacher		Form II	Prop. of Resp. Who Believe Administrator		Prop. of Resp. Who Believe Teacher	
	Should Partic.	Does Part.	Should Partic.	Does Part.		Should Partic.	Does Part.	Should Partic.	Does Part.
Decision					Decision				
Teacher Orient.	40	67	26	9	Non-Teaching Assign. of Tch.-Specialist	52	70	39	30
Lesson Plan Evaluation	47	64	42	28	Permanent Record Card Entries	27	28	34	36
Removal of Child from Class	34	42	34	33	Faculty Teaching Assignment	55	67	37	31
Controversial Classroom Content	37	41	46	57	Curriculum Evaluation	33	52	30	20
Avail. of Guidance Material	41	51	37	37	Curriculum Revision	29	45	30	24
Sch. Repres. in Local Commun.	30	41	24	12	School Organization	41	60	37	28
Use of Teacher Prep. Periods	38	38	52	55	Integrate sch. commun. Needs	30	41	29	19
Mean Proportion	38	48	36	33	Mean Proportion	36	49	33	27

The Decision Maker

Table 61 presents the data from Forms I and II, on the respondents' perception of the actual act of decision-making. As might have been expected, they saw administrators making decisions more often than they should and teachers less often, particularly in decision involving teacher orientation, evaluation of lesson plans, removal of child from class, controversial classroom content, availability of guidance material, faculty assignments, school organization, and aspects of curricular evaluation. Only concerning the use of teacher preparation periods did larger proportions of respondents believe that teachers rather than administrators made the decisions.

These data also indicate that the respondents, all teachers themselves, were not asking for exclusive decision-making power, but rather for a share in the power. For 9 of the 14 decisions noted in Table 61, at least half the respondents believed that the administrator should continue to be the/a decision maker.

Role Description

One feature of ME schools is additional regular and specialized staff. As part of the 1967-68 evaluation this year's evaluation team chose to study the manner by which school functions were distributed among the various school role positions.

The Role Description Questionnaire was devised to provide descriptions of the duties and responsibilities of selected positions, from two vantage points: the person within-the-role, and the person without-the-role. Comparisons, both among and between within-and without-the-role respondents, were planned for each school and for ME and C/SS schools as groups. As noted earlier, an insufficient number of returns, however, dictated modifications in these plans. Instead of the eleven roles originally selected for study, data are available for only five and then only for ME schools and for without-the-role perceptions. The duties that the respondents ascribed to each role are listed in Appendix A, Tables A1 through A5. In using these data the reader is cautioned to remember the low incidence of returns and recognize that these are preliminary findings only and cannot be generalized or considered representative of the roles as they function in ME schools. They are presented only for their possible value in structuring further studies of roles.

TABLE 61

IDENTIFICATION OF DECISION-MAKER, BY FORM

Form I	Prop. of Resp. Who Believe Administrator		Prop. of Resp. Who Believe Teachers		Form II	Prop. of Resp. Who Believe Administrator		Prop. of Resp. Who Believe Teacher	
	Should Decide	Does Dec.	Should Decide	Does Dec.		Should Decide	Does Dec.	Should Decide	Does Dec.
Decision					Decision				
Teacher Orient.	65	97	12	--	Non-Teaching Assign. of Tch.-Specialist	65	65	39	19
Lesson Plan Evaluation	64	94	52	13	Permanent Record Card Entries	43	46	53	43
Removal of Child from Class	56	100	35	7	Faculty Teaching Assignment	73	96	37	14
Controversial Classroom Content	37	73	60	50	Curriculum Evaluation	50	73	43	15
Avail. of Guidance Material	30	54	13	8	Curriculum Revision	50	61	33	11
School Repres. in Local Commn.	65	78	39	22	School Organization	76	100	34	14
Use of Teacher Prep. Periods	29	35	68	65	Integrate Sch.-Commun. Needs	36	48	32	40
Mean Proportion	57	76	46	24	Mean Proportion	56	73	39	22

CHAPTER XI

CONCLUSIONS

The 1967-68 evaluation of the More Effective Schools program sought to assess the program in terms of three criterion areas: 1) the extent to which the program's constituent elements were in fact present in the participating schools; 2) the extent to which the instructional process in the ME schools differed from and qualitatively was comparable to that in the Control and Special Service schools; and 3) the extent to which, on varied criteria of children's attitudinal and cognitive functioning, the educational product of ME schools differed from that of the C and SS schools.

The first criterion area of the study indicated that the majority of the administrative and structural changes originally recommended in the report of the Planning Committee continued to characterize the ME schools. The suggested limitations on class size were being observed, the suggested addition of specialized staff had been implemented, and although there was some variation in the number of hours, supplementary personnel, too, were provided. There were still no consistent provisions to provide education for three year olds, nor to handle the discontinuity when a child's family moves out of the neighborhood, but overall, the conclusion we have drawn is that in terms of the administrative and structural components, the MES program had been implemented.

More important are the findings that, in terms of educational process as well, the MES program was implemented more thoroughly than previous evaluations have found. The observers in this evaluation, for the first time in three evaluations, felt that the small classes in the ME schools were being used with consistent good effect. Specialists were used widely for instruction. Moreover, the analysis of in-class activity found that although the general areas of content were similar in all types of schools, the ME schools more often used grouping, more often provided instruction at different levels, and did on occasion provide extra-class instruction, a practice seldom seen in the comparison schools.

In addition to these differences in process, the ratings of the observational team of educators as in previous years were positive and even laudatory regarding aspects of overall school functioning, particularly in the area of climate and attitude. In these same areas we found positive qualitative evaluations by parents. When all of the differences are combined we develop a profile of the ME school in 1967-68 as a school in which staff and children relate well to each other, to which parents and observers alike are (or would be) pleased to send their children, and in which the instructional process is characterized by more frequent application of many of the organizational techniques currently considered good teaching practice.

This positive profile makes the lack of consistent progress in the academic areas disappointing. The overall level of achievement in the ME schools in arithmetic is no better than it was in 1966-67 or 1965-66, and in reading, the Old ME schools were not consistently different than they had been at the end of the first year of the program although better in some grades than in 1966-67. Consistent progress was shown by the New ME schools, however, where higher levels of achievement in reading were evidenced in all grades but grade 3 in comparison both to the first year of the program and to 1966-67. The lack of consistency, then, is the conclusion we draw; that while there is no evidence of progress in arithmetic, there is some in reading, but even this is not consistent across grade or by type of ME school.

The possible interaction of innovation and progress points up one limitation to the 1967-68 evaluation; that the lack of time made it impossible for the evaluation to do the separate school-by-school analyses of the data which had been planned, in time to be included in this report. Since the statistical measures of deviation suggest the same kind of variation from school to school this year, which had been noted in the 1966-67 evaluation, this kind of analysis is one which should be planned in the future evaluations of the program.

That the MES program as it has been implemented for the past several years in New York City is not an immediate and consistent solution to the problems of retardation in the academic areas is a clear conclusion from the data of this and previous evaluations. That there were some indications of differential functioning this year is also clear. When one seeks to understand why there was not a more widespread consistent evidence of improvement, one remembers that one of the conclusions drawn by this evaluation team in its 1966-67 evaluation of the MES program, as well as by a different team in its evaluation of the 1965-66 year, was that, in several of its basic instructional components, the program had not been widely implemented. Much of the observational data from this 1967-68 evaluation indicate that these components were implemented during this year. In the sense of the instructional process in class, then, 1967-68 more closely approximates the teaching model of the More Effective Schools program than either 1965-66 or 1966-67, and so the MES program may have had its first full instructional year in 1967-68. If these instructional modifications are valid, and if they continue, one may legitimately expect to see more consistent "pay-off" in terms of improved pupil functioning in future evaluations.

APPENDIX A

TABLES

<u>Table No.</u>		<u>Page</u>
A1	Perceptions of Duties of Guidance Counselor	A2
A2	Auxiliary Teacher	A3
A3	Corrective Reading Teacher	A4
A4	Administrative Assistant	A5
A5	Community Relations Coordinator	A6

Table A1

Perceptions of Duties of Guidance Counselor

ME Schools Only

<u>Duty</u>	N=25 <u>Number Listing Role</u>
Direct Faculty-Guidance Counselor Interaction	27
Meeting with and Counseling Students	32
Conferring with Parents	18
Social Agency Contacts	14
Screening and Testing Students	9
Classroom Instruction	3
School-School Liaison	3
Record Keeping	5
School-Community Liaison	2

Table A2
Perceptions of Duties of
Auxiliary Teacher

<u>Duty</u>	<u>N=24 Without-the-Role Responses</u>
School-Community Liaison	45
Small Group Instruction	21
Meeting with and Counseling Students	18
Direct Faculty-Auxiliary Teacher Interaction	11
Conferring with Parents	9
Social Agency Contacts	6
Screening and Testing	1

Table A3
Perceptions of Duties of
Corrective Reading Teachers

<u>Duty</u>	<u>N=18 Without-the-Role Responses</u>
Small and large group instruction	25
Individualized Reading Instruction	8
Direct Corrective Reading Teacher-Faculty Interaction	7
Screening and Testing Students	5
Record Keeping	5
Conferring with Parents	4
Classroom Instruction	2

Table A4

Perceptions of Duties of
Administrative Assistant

<u>Duty</u>	N=26 <u>Without-the-Role Responses</u>
Scheduling Class and Staff Assignments	35
Conducting School Surveys and Evaluations	26
Staff Supervision	25
Supply Maintenance	18
Managing School Monies	15
Human Resource to Staff	5
Conferring with Parents	4
Miscellaneous	7

Table A5

Perceptions of Duties of
Community Relations Coordinator

<u>Duty</u>	N=31 Without-the-Role <u>Responses</u>
School-Community Liaison	99
Conferring with Parents	24
Meeting with and Counseling Students	3
Classroom Instruction	2
Student-Teacher Liaison	1

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INSTRUMENTS

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CENTER FOR URBAN EDUCATION
More Effective Schools Program

February 15, 1968

Dear Colleague:

The Center for Urban Education, under contract with the Board of Education, is continuing its evaluation of the E.S.E.A. Title I More Effective Schools program and has designated me Evaluation Chairman. Authorization for our evaluation was given by Dr. Nathan Brown in General Circular No. 8 1967-8.

Our basic design for this year's evaluation study encompasses four aspects: Class and activity observations; testing children, i.e., verbal fluency; administering questionnaires to staff and parents; and collecting data from school records.

At the present time we would appreciate it if you would send us a copy of your school organization sheet by return mail so that we can select the classes for our study. We would also be grateful if you would complete the enclosed questionnaire and return it as soon as possible. Two self-addressed, stamped envelopes are enclosed for your convenience.

I would like to thank you for the cooperation you extended me and my research staff during last year's study, and assure you that our staff will do their utmost to complete our work at your school as quickly and efficiently as possible.

Mrs. Lorraine Flaum, our Research Coordinator, will telephone you shortly to arrange mutually convenient dates for these visits. In the meantime, if you have any questions, please do not hesitate to call us at 862-7300 and speak with Mrs. Flaum or with me.

Sincerely yours,

David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services
City College
Evaluation Chairman, MES

encl:
questionnaire
2 self-addressed, stamped envelopes

CENTER FOR URBAN EDUCATION
FACILITIES INSTRUMENT
Evaluation of the More Effective Schools Program

1967 - 1968

Part of the responsibility of the 1967-68 evaluation of the MES Program is to bring up to date the extent to which certain elements of the MES Program have been implemented. We appreciate your cooperation in completing this questionnaire and if you have any questions concerning any of the items on this form, please feel free to call Miss Valerie Barnes at 862-7002.

NAME AND POSITION OF PERSON COMPLETING FORM _____

SCHOOL _____ NUMBER OF YEARS AT THIS SCHOOL _____

1. How many classes are there in your school for:
 - a) three year old children _____ b) average size of each class _____
 - c) four year old children _____ d) average size of each class _____

2. a) What is the earliest time at which there is a teacher on duty in the morning? _____
- b) At what time does the morning session begin? _____
- c) 1) Does your school close at the same time every day? (Circle one) YES NO
- 2) If yes, at what time does it officially close? _____
- 3) If no, please list closing times for each day: _____

3. a) Are there ungraded blocs of grades in your school?
 - 1) Yes
 - 2) No
- b) If yes: which grades are incorporated in the blocs? (Circle more than one if applicable)
 - 1) Early Childhood
 - 2) Grades 3 or 4
 - 3) Grades 5 or 6

4. In its 1966 report on MES, the Board of Education referred to one of the original goals of the MES Program that "efforts will be made to overcome the effects of pupil and family mobility through closer cooperation with the Department of Housing, the Department of Welfare and other social agencies. In addition, adjustments will be made in the present transfer regulations to encourage pupils to remain in their schools." The report indicated that this goal had not been implemented by 1966. At the present time, does your school make an effort to retain children when their family moves to a different neighborhood?
 - a) No, because:

 - b) Yes, we:

5. a) Is your school officially a "campus school?"

1) Yes; we are affiliated with:

2) No

b) Do you have teacher training programs in conjunction with any of the colleges in NYC?

1) No (Go on to Question 6)

2) Yes, with:

c) How many teachers are involved in the program? _____

d) Please explain the nature of the program:

6. a) Are all your classrooms fully utilized for instructional purposes?

1) Yes

2) No

b) If no, how many are not used? _____

Please specify reasons why:

7. a) Do you have closed circuit TV?

1) Yes

2) No

b) If yes, how many classrooms does it reach?

c) Which instructional areas does it cover?

8. Please indicate which of the following pieces of audio-visual equipment you have and which you have acquired since September 1967.

Equipment	Number Have Now	Number New Since September 1967
1. 16mm. Sound Motion Picture Projector		
2. Film Strip Projector		
3. Film Strip Viewers		
4. Overhead Projectors		
5. 3½ x 4 Slide Projectors		
6. 3½ x 4 Opaque Projectors		
7. Tape Recorders (with earphone sets and connection boxes)		
8. Phonographs		
9. Radio Receivers		
10. TV Receivers		
11. Cameras		
12. Other: (List Below)		

9. Please indicate the extent to which the school plant is used at each of the following times:

Extent of use	T I M E						Summer Day School	Summer Day Camp
	3PM-5PM	5PM-7PM	7PM-10PM	Sat.	Sun.			
Full Capacity								
Half Capacity but less than full								
Some, but less than half								
None								

10. Consider the role of your Community Relations Coordinator. Indicate the percentage of his time he devotes to each of the following functions, so that you account for 100% of his time.

a) <u>Function</u>	<u>% of Time Allotted</u>
1) Out in community	_____ %
2) In school -- on community oriented activities (i.e., meeting with parents)	_____ %
3) In school -- meeting with teachers	_____ %
4) In school -- meeting with other staff (i.e., administration, guidance counselor, etc.)	_____ %
5) In school -- clerical aspects of job	_____ %
6) In school -- on other school related activities	_____ %
7) Other: List below	
a _____	_____ %
b _____	_____ %
c _____	_____ %

b) We have no community relations coordinator because:

11. Approximately how many hours have you been allocated for 1967-68 of services of:

a) School aides	_____
b) Teacher aides -- Pre Kindergarten	_____
c) Teacher aides -- Kindergarten	_____
d) Audio-Visual aides	_____

12. The proposal for MES in 1967-68 lists the positions below. Of course not all schools are to receive each person listed. So that we can evaluate the extent to which this aspect of the program has been implemented, please indicate the number of specialists who are full or part-time members of your staff and the number who have been added or lost from your staff in 1967-68.

Function	Total Number Now on Full-time Staff	Total Number Now on Part-time Staff (Indicate time in 1/5's)	Grades Instructed	Number Added in 1967-1968	Number Lost in 1967-1968
1. Cluster Teacher					
2. Junior Guidance					
3. Community Relations Coordinator					
4. School Psychologist					
5. Music Teacher					
6. Health Education Teacher					
7. Audio Visual Teacher					
8. Art Teacher					
9. Reading Improvement Teacher					
10. Language Resource Teacher					
11. Health Counselor					
12. Speech Teacher					
13. Science Teacher					
14. Industrial Arts Teacher					
15. Corrective Reading Teacher					
16. Librarian					
17. Administrative Assistant					
18. Social Worker					
19. Physician					
20. Psychiatrist					
21. Guidance Counselor					
22. Language Arts Teacher					
23. Other (list below)					

CENTER FOR URBAN EDUCATION

More Effective Schools Program

MES ASSISTANT PRINCIPAL INTERVIEW

School _____ Borough _____ Date _____ Interviewer _____

Name _____ M _____ F _____ Approx. Age _____

1. Years of Experience _____
 2. Years at this school _____
 3. Years as AP _____
 4. If prior experience, at what school _____
 5. For how long? _____
 6. In what capacity? (position) _____ # of years _____
(position) _____ # of years _____
-

1. Please list your responsibilities during the past academic year.
2. What do you do in the area of teacher training?
3. (Interviewer: Ask if #2 is answered. Otherwise go to #4.)
Please give me a specific instance in which you feel you did an effective job of teacher training. Tell me what you did and why you feel it was effective.

MES AP Interview

4. If no teacher training, why not?

5. What do you do in the area of instruction supervision?

6. Please give a specific instance of how you supervise instruction.

7. Has there been any innovation of teaching methodology during the years you've supervised the grades you now supervise?

1) Yes_____ 2) No_____

8. If yes, what?

9. How is the curriculum selected for the grade?

10. Does it differ in any significant way from the standard curriculum?

1) Yes_____ 2) No_____ 3) Don't know_____

(Interviewer: If answer to #10 is 'yes', ask #11 and #12. If answer is 'no', go on to #13)

11. If yes, how?

MES AP Interview

12. If yes, how are these differences determined?

13. If there are no deviations, why not?

14. Do all the third grade teachers use the same curriculum?

1) Yes_____ 2) No_____

(Interviewer: If answer to #14 is "yes", go on to #17. If "no", go on to #15)

15. If no, why?

16. If no, what are the variations?

17. If you had the time and the staff to make up your own curriculum for this school, in what respects would it differ from what you are doing now?

18. Are there things you do in your job here which you think APs could not do in a non-MES school?

1) Yes_____ 2) No_____ 3) Don't know_____

19. If yes, what?

20. Is there anything you're not doing in your job that you'd like to do?
Why aren't you doing it?
21. What things do the teachers you supervise do which they couldn't do in a non-MES school?
22. Is there anything the teachers are not doing that you'd like them to do?
1) Yes _____ 2) No _____
23. If yes, what?

Center for Urban Education
Evaluation of More Effective Schools Program
1967-1968

CODE SHEET FOR ACTIVITY STUDY

Listed below are codes for responses to be entered under the columns and sub-column heading on the Activity Scale.

TIME SPENT: Enter time the activity (or whichever code is entered on the line) began under "FROM" and the time the activity ended under "TO."

ACTIVITY:

- 01=Opening exercises. Includes flag exercises; attendance; planning day's schedule; announcements; collections; public address system; pupil inspection.
- 02=Reading
- 03=Mathematics
- 04=Social Studies
- 05=Science
- 06=Spelling
- 07=Correct Usage (grammar)
- 08=Penmanship
- 09=Composition
- 10=Creative writing and/or poetry
- 11=Speech: expressing ideas
- 12=Speech: pronunciation
- 13=Arts/Crafts
- 14=Music
- 15=Physical Education. Includes physical activities; dancing; health instruction; safety
- 16=Library
- 17=Assembly (attending)
- 18=Rehearsal or presentation of an assembly program
- 19=Dramatics
- 20=Snack (milk)
- 21=Rest period
- 22=Closing exercises
- 23=Other. Indicate the activity

WHO'S IN ROOM:

A) In sub-column A, indicate the teacher(s) present in the room.

- 00=No teacher present in room during activity
- 01=Regular/Official teacher
- 02=Cluster teacher
- 04=Specialist
- 08=Student teacher
- 16=Teacher aide
- 32=Substitute teacher

If there is more than one teacher present in the room, enter the SUM of the code numbers of those teachers. Thus, if both the regular teacher and the cluster teacher are present throughout the activity, 03 would be entered in sub-column A. If one teacher is present, then just that one code number is entered.

B) In sub-column B, indicate the number of children who left the room and the number of children who entered the room only for the departmental period. Thus, if 12 children left and 10 entered at the change of the period, record 12/10. All other recordings of children leaving or entering the room should be entered on the separate form.

C) In sub-column C, indicate which group of children are present in the room.

- 1-Regular official class as a total group
- 2-Class organized for this activity only, homogeneously grouped for this subject
- 3-Class organized for this activity only, but not necessarily homogeneously grouped
- 4-More than one class grouped together for this activity

NUMBER OF LEVELS OF INSTRUCTION:

- 1-One. All children receive the instruction on the same level
- 2-Two different instructional levels employed
- 3-Three or four different instructional levels employed
- 4-Most children receiving different instructional levels-no more than two or three children working on any one level
- 9-Unable to ascertain at present time (Note: check with teacher later and fill in appropriate code but do not delete the 9).

INDIVIDUAL WORK: Individual work refers to the children who are working alone.

A) In sub-column A, enter the number of children who are working individually

B) Entries in sub-column B refer to the nature of the individual work.

01=Teacher prepared assignments. Includes worksheets, problems orally dictated or written on the blackboard, etc.

02=Silent reading

03=Workbooks

04=Art work

05=Homework

06=Programmed instruction

07=Individual reading conference with teacher

08=Test

09=Other: Indicate nature of work

It is possible that several of the above could occur during one activity. Each code should be entered in the order in which it occurred using separate lines as necessary. If entries are made for the whole class (i.e., everyone is working individually) then nothing should be recorded under the "whole class" column (following column).

C) Entries in sub-column C refer to who assigned the individual work.

1=Teacher assigned work

2=Pupil choice of work

3=Combination of 1 and 2

TYPE OF GROUP:

0=No provision made for any group work during activity

1=Non-interacting and scattered around classroom; no members of the group in each other's presence

2=Non-interacting but children working in each other's presence (i.e., same or adjacent desk)

3=Interacting group working together on a group assigned activity; all seated together

SUPERVISOR: The supervisor is the teacher who is in charge of the activity.

00=No supervisor

01=Regular/Official teacher

02=Cluster teacher

04=Specialist

08=Student teacher

16=Teacher Aide

NATURE OF TEACHER/CHILD INTERACTION:

0=No teacher/child interaction

1=Teacher directed-lecture with no discussion or questions

2=Teacher directed-with some discussions and questions

3=Teacher directed-primarily questions

4=Teacher circulating around classroom-observing children

5=Teacher circulating around classroom-assisting individual children

6=Child directed-primarily lecture

7=Child directed-primarily discussion

8=Individual children reading aloud

It is possible that more than one of the above will occur during one activity. Each code should be entered in the order in which it occurred using separate lines for each new entry.

MATERIALS EMPLOYED:

00=No materials employed during lesson

01=Use of audio-visual equipment (specify under comments)

02=Use of blackboard (either by children and/or teacher)

04=Pupil prepared materials

08=Teacher prepared materials/assignments (i.e.,worksheets,etc.Specify)

16=Use of pictures, posters, etc.

32=Use of reading materials (i.e.,textbooks, newspapers, etc. Specify)

If more than one of the above are utilized during the lesson, enter the SUM of the code numbers. A separate line for a change in materials is not necessary.

GENERAL INSTRUCTIONS:

1. The columns headed "second group" and "third group" are intended for those activities in which there are more than one group (i.e.,the whole class). If the whole class participates in the activity, the spaces for groups 2 and 3 will be left blank.

2. You will probably find it helpful to ask the teacher questions concerning the destination of children leaving the room, the identification of other teachers, etc. If the teacher is willing, try to see her plan book for the day (or ask her about the day's schedule) so you will have some idea of what to expect.

3. You are to remain in the room with the official class unless more than half of the class leaves the room together for the same destination and is not replaced by a comparable number of children. Thus, a majority of the class may leave for departmental instruction, but they may split into several small groups and go to several classrooms and a similar number of children will replace them in the room. You are to remain in the room when this occurs. However, if, for example, most of the class is taken to the library and only a few children stay in the room, then you are to follow the group to the library.

4. If any of the codes are not entered in the column, record a 0 in the space.

5. The purpose of this study is to record a detailed account of what occurs in the classroom for the entire day. Thus, your recordings are to be as specific and detailed as possible. Use new lines for changes in activity and all other codes (except materials employed) indicating always the time at which these occurred. When a new line is used to indicate a change in one code, "'s may be used under those columns where the codes remain the same.

6. If you believe an additional code in any category is necessary, make a detailed note for later reference but do not add code numbers.

7. Be sure to complete the information at the top of the form. The class registration is the official size of the class while the attendance is the number of children present that day. Usually this information is recorded on the blackboard; if not, ask the teacher.

CODING INSTRUCTIONS FOR FORM 2

The purpose of this form is to keep an ongoing record of the number of children who enter or leave the classroom for the entire day.

TIME: Enter the time the children leave or enter the room. A separate line should be used for each time entry.

ACTIVITY: The activity during which the children leave or enter. Use the same codes on page 1.

NO.CHILDREN LEAVING: Record the number of children who left the room. Label each new entry with a letter in alphabetical order. For example, the first group (or child) who leaves is entered as A3(3 left), the next is B..,C.. etc. When A3 returns, it is recorded under the entering column as A3.

NO.CHILDREN ENTERING: The children who enter are either those who left and are returning or those who enter and then leave. If the children are returning, then the same letter which was used to record their departure is used to record their entry. On the other hand, a new letter (in continued alphabetical order) is recorded if the children first enter and then leave. Thus, if the first entry is A3 and then 1 child enters, B1 is recorded in this column. If the A3 returns after B1, then A3 follows B1 in the ENTERING Column. When B1 leaves, it is recorded under the LEAVING column.

DESTINATION/REASON: With the exception of children leaving the room for personal reasons (i.e., bathroom or drink of water), every other destination should be recorded. Children who leave or enter for departmentalized periods, individual instruction, errands, etc., should all be recorded. If the destination is not clear to you at the time, be sure to ask the teacher where they went at a later time.

Center for Urban Education
Evaluation of More Effective Schools Program
1967-1968

Dear

As you probably already know, the Center for Urban Education is presently evaluating the More Effective Schools Program of the New York City Board of Education.

One part of the current evaluation is an examination of the daily activities in the classrooms of the schools in the project. This Activity Study is designed to record the ongoing classroom activities of one class for an entire school day. Your class has been selected to be one of those studied, and an observer will visit your class to spend a day with you and the children.

The function of the observer who will spend a day in your class will be to record purely descriptive and factual information relating to the activities of the class. No qualitative ratings pertaining to the teacher's or children's performance will be made. You are welcome to see the forms which will be used to record the data for the Activity Study.

I hope that this aspect of our evaluation will not inconvenience you or the routine of your class. Should you wish to contact us about this phase of the study, feel free to call Miss Valerie Barnes at 862-7002.

Thank you very much for your cooperation.

Sincerely,

David J. Fox

David J. Fox
Evaluation Chairman
More Effective Schools Program

DJF:vb

CENTER FOR URBAN EDUCATION
 EVALUATION OF MORE EFFECTIVE SCHOOLS PROGRAM: DESCRIPTIVE ACTIVITY STUDY

School _____

Class _____

Official Class Teacher _____

Class

Registration _____

Attendance _____

Observer _____

Date _____

TIME SPENT FROM

TO

ACTIV-
ITY

WHO'S IN
ROOM

A B C

NO.
LEV.
INS.

INDIV.
WORK

A B C

NO.
CHN.
INV.

TY.
GP.

WHOLE CLASS(1st GP.)

NO.
CHN.
INV.

SUP.

T/C
INT

MAT
EMP

NO.
CHN.
INV.

TY.
GP.

SECOND GROUP

NO.
CHN.
INV.

SUP.

T/C
INT

MAT
EMP

NO.
CHN.
INV.

THIRD GROUP

NO.
CHN.
INV.

SUP.

T/C
INT

MAT
EMP

COMMENTS

B17

Registration _____ Attendance _____ Observer _____ Date _____

[illegible]

CENTER FOR URBAN EDUCATION

MORE EFFECTIVE SCHOOLS

General School Report at the End of the First Visit

School _____ Borough _____ Date _____ Observer _____

1. How would you rate the attractiveness of the building?

1. extremely attractive
2. of greater than average attractiveness
3. average
4. of less than average attractiveness
5. generally unattractive

2. How would you rate the general attractiveness of the classrooms you have seen?

1. consistently very attractive
2. most rooms attractive
3. some classrooms attractive
4. most of the classrooms were unattractive
5. classrooms were consistently unattractive

3. What is the general school climate?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

4. What was the general attitude of the teaching staff toward the children?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

5. How would you rate the attitude of the administrative staff?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

6. How would you rate the attitude of the supplementary teaching and service staff?
1. extremely positive
 2. positive
 3. average
 4. negative
 5. extremely negative
7. What was the general attitude of the children toward the teaching staff?
1. extremely positive
 2. positive
 3. average
 4. negative
 5. extremely negative
8. How would you characterize discipline in these classes?
1. Sufficient control and quiet for excellent learning atmosphere
 2. Sufficient control and quiet for a good learning atmosphere
 3. Sufficient control and quiet for an average learning atmosphere
 4. Lack of sufficient control and quiet for an average learning atmosphere
 5. Too chaotic and noisy for learning.
9. What seemed to be the single most effective feature of MES in the classrooms you visited?
-
-
10. What other effective features did you see?
11. What, if any, special classroom problems do you think are particular to MES, or especially acute in this MES school?
12. If the instruction you have seen was typical of MES schools, how would you feel about having a child of your own enrolled in a MES school.
1. enthusiastic
 2. definitely positive, but not enthusiastic
 3. slightly positive
 4. slightly negative
 5. strongly negative

13. If these classes were typical of the quality of instruction in all MES schools, how would you feel about the MES program in general?

1. Retain as is
2. Slightly change
3. Strongly modify
4. Abolish

14. Please give further explanation of your above answer.

15. Assuming the pupil day in the average school costs \$X, how much was the pupil day you saw worth?

1. Less than X
2. X
3. More than X

16. Additional general comments.

CENTER FOR URBAN EDUCATION

MORE EFFECTIVE SCHOOLS

Pre-Kindergarten - 1st Grade
INDIVIDUAL LESSON OBSERVATION REPORT

School _____ Borough _____ Grade _____ Class _____ Date _____

Teacher's Name _____ Sex _____ Observer _____

Length of Class Observation _____

1. How would you describe the teacher's overall handling of the children's spontaneous questions?

1. Questions were welcomed and built on.
2. Questions were answered cursorily.
3. Questions were ignored.
4. Opportunity for spontaneous questions was there but few or none were asked. Why? _____
8. Not relevant. Explain: _____

2. What was the overall participation of children?

1. Every or almost every child was actively involved.
2. More than half participated.
3. About half participated.
4. Fewer than half participated.
5. Very few or none participated.
8. Not relevant. Explain: _____

3. What was the children's general understanding of the teacher's spoken word?

1. Every or almost every child understood fully.
2. More than half understood.
3. About half the children understood fully.
4. Less than half the children understood.
5. Very few or no children understood.

4. How would you describe the overall verbal fluency of the children who participated?

1. Articulated clearly with correct grammar.
2. Articulated clearly with some grammatical errors.
3. Articulated clearly with many grammatical errors.
4. Articulated indistinctly with correct grammar.
5. Articulated indistinctly with some grammatical errors.
6. Articulated indistinctly with many grammatical errors.
8. Not relevant. Explain: _____

5. How would you describe the verbal communication among the children?

1. Articulated clearly with correct grammar.
2. Articulated clearly with some grammatical errors.
3. Articulated clearly with many grammatical errors.
4. Articulated indistinctly with correct grammar.
5. Articulated indistinctly with some grammatical errors.
6. Articulated indistinctly with many grammatical errors.
8. Not relevant. Explain: _____

6. How would you describe the teacher's verbal communication with the children?

1. Always or almost always spoke to the children on their level of understanding.
2. Spoke to the children on their level of understanding more than half the time.
3. Spoke to the children on their level of understanding about half the time.
4. Spoke to the children on their level of understanding less than half the time.
5. Seldom or never spoke to the children on their level of understanding.

7. How would you describe the teacher's verbal communication with Non-English speaking children?

1. Communicates with ease.
2. Communicates with some difficulty.
3. Communicates with great difficulty.
8. Not relevant. Explain: _____

8. How would you describe the overall relationship among the children?

1. All or almost all the children seem to get along well with others as a total class.
2. All or almost all the children seem to get along well with some of the others with evidence of small social cliques.
3. More than half of the children seem to get along well with others.
4. About half the children seem to get along well with others.
5. Less than half the children seem to get along well with others.
6. Very few or no children seem to get along well with others.

9. How would you describe the overall Teacher-Pupil relationship?

1. Teacher seems to get along well with all or almost all the pupils.
2. Teacher seems to get along well with more than half the pupils, ignoring the rest.
3. Teacher seems to get along well with more than half the pupils, and shows an overt distaste for some.
4. Teacher seems to get along well with about half the pupils.
5. Teacher seems to get along well with less than half the pupils.
6. Teacher seems to get along well with very few or none of the pupils.

10. How would you rate the overall quality of instruction?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

11. How would you rate the classroom's appearance?

1. Extremely attractive
2. Of greater than average attractiveness
3. Average
4. Less than average attractiveness
5. Unattractive

Additional observations _____

12. How would you describe the classroom atmosphere in terms of discipline and in terms of warmth?

1. Undisciplined and warm
2. Undisciplined and cold
3. Disciplined yet congenial or warm
4. Disciplined and cold
5. Overdisciplined yet warm
6. Overdisciplined and cold

Additional comments:

School _____ Borough _____ Class _____ Observer _____

Activity _____

Conducted from (time) _____ to _____

13. Who conducted this activity?

1. Regular classroom teacher
2. Cluster teacher
3. Substitute teacher
4. Special staff (indicate who) _____
5. Other (indicate who) _____

14. Approximate number of children in teaching unit _____

a) If less than total class, what were others doing? _____

15. How typical do you think this activity was of normal classroom functioning?

1. Completely typical
2. Reasonable approximation
3. Atypical Explain: _____

16. Amount of planning and organization evident in this activity?

1. Exceptionally well organized and planned.
2. Well organized and planned but not exceptionally so.
3. Well organized and showed some evidence of planning.
4. Not organized but showed some signs of previous teacher planning.
5. Showed few or no signs of organization or planning.

17. Was concept development employed? Explain.

1. Yes

2. No

Explain: _____

18. Level of creativity and imagination evident in this activity.

1. Extremely creative
2. Predominately creative
3. Equally creative and stereotyped
4. More stereotyped than creative
5. Extremely stereotyped

19. If you rated the activity as "extremely" creative, or "predominately" creative, please explain why.

20. Use of the children's background and experience evident in this activity?

1. Consistent opportunities for children to relate activity to their own background.
2. Consistent opportunities for children to bring experience to activity.
3. Some opportunity for children to relate activity to their own background.
4. Some opportunity for children to use experience in activity.
5. Activity was remote from children's experience.
8. Not relevant. Explain: _____

21. To what extent, and how effectively were teaching aids utilized?

1. Wide variety used and used creatively and effectively.
2. Wide variety used but not particularly effectively.
3. Some used and used creatively and effectively.
4. Some used but not particularly effectively.
5. Little or no use of teaching aids.
8. Not relevant. Explain: _____

22. Amount of material covered?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor
8. Not relevant. Explain: _____

23. How would you rate the depth of instruction?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor
8. Not relevant. Explain: _____

24. How many children showed interest and enthusiasm?

1. Every or almost every child.
2. More than half of the children.
3. Half of the children.
4. Fewer than half of the children.
5. Few or no children.
8. Not relevant. Explain: _____

25. How many children raised spontaneous questions?

1. Every or almost every child.
2. More than half the children.
3. About half the children.
4. Fewer than half the children.
5. Few or no children.

26. How many children volunteered in response to teacher questions?

1. Every or almost every child.
2. More than half the children.
3. About half the children.
4. Fewer than half the children.
5. Very few or no children.
8. Not relevant. Explain: _____

27. Had this activity been duplicated with a class size of 30-35, what would have happened to its effectiveness?

1. Larger class would have completely destroyed effectiveness.
2. Larger class size would have seriously impeded effectiveness.
3. Activity would have been somewhat less effective in a larger class.
4. There would have been no loss of effectiveness.

CENTER FOR URBAN EDUCATION

MORE EFFECTIVE SCHOOLS

INDIVIDUAL LESSON OBSERVATION REPORTELEMENTARY

School _____ Borough _____ Grade _____ Class _____ Date _____

Teacher's Name _____ Sex _____ Observer _____

Length of Observation _____ Activities Observed _____

If this is a joint observation, check here _____ and record the name of other
observer _____. Joint observations should be reported by
each observer without consultation.

1. Content of lesson observed.

1. Reading
2. Spelling
3. Math
4. Science
5. Social Studies
6. Music
7. Art
8. Other _____

2. Who taught this lesson?

1. Regular teacher
2. Cluster teacher
3. Substitute teacher
4. Special staff (indicate who) _____
5. Other _____

3. Did you see entire lesson?

1. Yes
2. No, I missed the beginning
3. No, I missed the end

4. Approximate number of children in teaching unit _____

- a) If less than the total class, what were the other children doing?
- _____

5. How typical do you think this lesson was of normal functioning in this classroom?
1. Completely typical
 2. Reasonable approximation
 3. Atypical. Explain _____
-
6. What amount of planning and organization was evident in this lesson?
1. Exceptionally well organized and planned.
 2. Well organized and planned but not exceptionally so.
 3. Well organized and showed some evidence of planning.
 4. Not organized but showed some signs of previous teacher planning.
 5. Showed few or no signs of organization or planning.
7. Level of creativity and imagination evident in this lesson.
1. Extremely creative
 2. Predominately creative
 3. Equally creative and stereotyped
 4. More stereotyped than creative
 5. Extremely stereotyped
8. If you rated this lesson as "extremely" or "predominantly creative", please explain. _____
-
9. Use of the children's background and experiences evident in this lesson?
1. Consistent opportunities for children to relate the lesson to their own background.
 2. Consistent opportunities for children to bring their experiences to the lesson.
 3. Some opportunity for the children to bring their experiences to the lesson.
 4. Some opportunity for the children to relate the lesson to their own background.
 5. Lesson was remote from the children's background and/or experiences.
 6. Not relevant. Explain: _____

10. To what extent and how effectively were teaching aids utilized?

1. Wide variety used and used creatively and effectively.
2. Wide variety used but not particularly effectively.
3. Some used and used creatively and effectively.
4. Some used but not particularly effectively.
5. Little or no use of teaching aids.
6. Not relevant. Explain: _____

11. To what extent did this lesson refer to earlier material?

1. Considerable reference to previous lessons.
2. Some reference to previous lessons.
3. No reference to previous lessons.
6. Not relevant. Explain: _____

12. To what extent did this lesson lay a foundation for future lessons?

1. Considerable possibility for continuity.
2. Some opportunity for continuity.
3. Little or no possibility for continuity.
6. Not relevant. Explain: _____

13. To what extent did this lesson lay a foundation for independent work?

1. Considerable possibility for independent work.
2. Some opportunity for independent work.
3. Little or no possibility for independent work.
6. Not relevant. Explain: _____

14. Was ability grouping employed?

1. Yes
2. No
6. Not relevant. Explain: _____

15. Was the teaching unit formed of children from various classes within the grade?

1. Yes
2. No
6. Not relevant. Explain: _____

16. How would you rate the amount of material covered?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor
8. Not relevant. Explain: _____

17. How would you rate the depth of instruction?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor
8. Not relevant. Explain: _____

18. Had this lesson been duplicated with a class size of 30-35, what would have happened to its effectiveness?

1. Larger class size would have completely destroyed its effectiveness.
2. Larger class size would have seriously impaired its effectiveness.
3. Lesson would have been somewhat less effective in a larger class.
4. There would have been no loss of effectiveness.

19. How many children showed interest and enthusiasm?

1. Every or almost every child.
2. More than half the children.
3. Half the children.
4. Fewer than half the children.
5. Very few or no children.
8. Not relevant. Explain: _____

20. How many children volunteered in response to teacher questions?

1. Every or almost every child.
2. More than half the children.
3. Half the children.
4. Fewer than half the children.
5. Very few or no children.
8. Not relevant. Explain: _____

21. How many children raised questions?

1. Every or almost every child.
2. More than half the children.
3. About half the children.
4. Fewer than half the children.
5. Very few or no children.
6. Not relevant. Explain: _____

22. How would you describe the teacher's overall handling of the children's questions?

1. Questions were welcomed and built on.
2. Questions were answered cursorily.
3. Questions were ignored.
4. Opportunity for questions was there but few or none were asked.
Why? _____
5. Not relevant. Explain: _____

23. What was the overall participation of children?

1. Every or almost every child was actively involved.
2. More than half participated.
3. About half participated.
4. Fewer than half participated.
5. Very few or none participated.
6. Not relevant. Explain: _____

24. What was the children's general understanding of the teacher's spoken word?

1. Every or almost every child understood fully.
2. More than half understood.
3. About half the children understood fully.
4. Fewer than half the children understood.
5. Very few or no children understood.

25. How would you describe the overall verbal fluency of the children who participated?

1. Articulated clearly with correct grammar.
2. Articulated clearly with some grammatical errors.
3. Articulated clearly with many grammatical errors.
4. Articulated indistinctly with correct grammar.
5. Articulated indistinctly with some grammatical errors.
6. Articulated indistinctly with many grammatical errors.
7. Not relevant. Explain: _____

26. How would you describe the verbal communication among the children?

1. Articulated clearly with correct grammar.
2. Articulated clearly with some grammatical errors.
3. Articulated clearly with many grammatical errors.
4. Articulated indistinctly with correct grammar.
5. Articulated indistinctly with some grammatical errors.
6. Articulated indistinctly with many grammatical errors.
8. Not relevant. Explain: _____

27. How would you describe the teacher's verbal communication with the children?

1. Always or almost always spoke to the children on their level of understanding.
2. Spoke to the children on their level of understanding more than half the time.
3. Spoke to the children on their level of understanding about half the time.
4. Spoke to the children on their level of understanding less than half the time.
5. Seldom or never spoke to the children on their level of understanding.

28. How would you describe the teacher's verbal communication with Non-English speaking children?

1. Communicates with ease.
2. Communicates with some difficulty.
3. Communicates with great difficulty.
8. Not relevant. Explain: _____

29. How would you describe the overall relationship among the children?

1. All or almost all the children seem to get along well with others as a total class.
2. All or almost all the children seem to get along well with some of the others with evidence of small social cliques.
3. More than half of the children seem to get along well with others.
4. About half the children seem to get along well with others.
5. Fewer than half the children seem to get along well with others.
6. Very few or no children seem to get along well with others.

30. How would you describe the overall Teacher-Pupil relationship?

1. Teacher seems to get along well with all or almost all the pupils.
2. Teacher seems to get along well with more than half the pupils, ignoring the rest.
3. Teacher seems to get along well with more than half the pupils, and shows an overt distaste for some.
4. Teacher seems to get along well with about half the pupils.
5. Teacher seems to get along well with fewer than half the pupils.
6. Teacher seems to get along well with very few or none of the pupils.

31. How would you rate the overall quality of instruction?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

32. How would you rate the classroom's appearance?

1. Extremely attractive
2. Of greater than average attractiveness
3. Average
4. Less than average attractiveness
5. Unattractive

Additional observation _____

33. How would you describe the classroom atmosphere in terms of discipline and in terms of warmth?

1. Undisciplined and warm
2. Undisciplined and cold
3. Disciplined yet congenial or warm
4. Disciplined and cold
5. Overdisciplined yet warm
6. Overdisciplined and cold

Additional Comments:

CENTER FOR URBAN EDUCATION
Evaluation of the More Effective Schools Program
Student Self-Image Inventory

The questions on the attached sheets are asked to find out what you think about yourself and to help you learn about yourself. You are to look at yourself and decide what your strong points and weak points are. Think carefully before answering and check the statements which best describe your thoughts and feelings.

Your responses will be valuable in helping your teachers and others to plan the kinds of experiences which will help you most.

The first questions are divided into three groups.

Group I: Check the feeling which best describes how you feel.

Group II: Check whether you think you will make some improvement, or whether you probably won't.

Group III: Check how you feel you compare to other pupils in your class.

MORE EFFECTIVE SCHOOLS EVALUATION - 1968 STUDENT SELF-IMAGE INVENTORY

B35

Group 3

Group 2

Group 1

	MY PRESENT CHARACTERISTICS AND HOW I FEEL ABOUT THEM			PLANS FOR IMPROVEMENT		COMPARED TO MY CLASSMATES HOW DO I RATE MYSELF?				
	Strongly like	Mildly like	Mildly Dis- like	I think I may make improvement	I probably won't make any improvement	Very good	Better than a good many	Average	Not very good	
1. My size	1	2	3	4	20	30	5	6	7	8
2. My looks	1	2	3	4	20	30	5	6	7	8
3. My ability in things that require physical skill	1	2	3	4	20	30	5	6	7	8
4. My personal neatness and cleanliness	1	2	3	4	20	30	5	6	7	8
5. The way I dress	1	2	3	4	20	30	5	6	7	8
6. My ability to get along with adults	1	2	3	4	20	30	5	6	7	8
7. My ability to help others	1	2	3	4	20	30	5	6	7	8
8. My ability to get along with other children	1	2	3	4	20	30	5	6	7	8
9. My manners	1	2	3	4	20	30	5	6	7	8
10. My grades	1	2	3	4	20	30	5	6	7	8

	Group 1			Group 2			Group 3			
	MY PRESENT CHARACTERISTICS AND HOW I FEEL ABOUT THEM			PLANS FOR IMPROVEMENT			COMPARED TO MY CLASSMATES HOW DO I RATE MYSELF?			
	Strongly like	Mildly like	Mildly Dis-Dislike like	I think I may make improvement	I probably won't make any improvement		Very good	Better than a good many	Average	Not very good
11. My school	1	2	3	4			5	6	7	8
12. My ability to get along well with my teachers	1	2	3	4			5	6	7	8
13. My participation in school activities	1	2	3	4			5	6	7	8
14. My ability to study	1	2	3	4			5	6	7	8
15. My ability to have fun	1	2	3	4			5	6	7	8
16. My ability to make friends in school	1	2	3	4			5	6	7	8
17. My ability to read	1	2	3	4			5	6	7	8
18. My ability to do arithmetic	1	2	3	4			5	6	7	8
19. My ability to do things by myself	1	2	3	4			5	6	7	8
20. My recreational activities (vacations, picnics, parties, etc.)	1	2	3	4			5	6	7	8
21. My neighborhood	1	2	3	4			5	6	7	8

	Work I Would Like To Do	Work My Parents Want Me To Do	Work I Think I Will Actually Do
Clerical or Sales Work	1	2	3
Law	1	2	3
Politics	1	2	3
Skilled Trades	1	2	3
Sports	1	2	3
City Transit Work	1	2	3
Teaching	1	2	3
Nursing	1	2	3
Service Work	1	2	3

	Work I Would Like To Do	Work My Parents Want Me To Do	Work I Think I Will Actually Do
Civil Service	1	2	3
Medicine	1	2	3
Mathematics	1	2	3
Chemistry	1	2	3
Physics	1	2	3
Biology	1	2	3
Art	1	2	3
Music	1	2	3
Own Business	1	2	3
	1	2	3
	1	2	3
	1	2	3

On the following pages are some statements which are frequently made about schools, education, and people. Please check the appropriate column to indicate whether you agree or disagree with each statement or have no opinion.

	I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
1. More Negro teachers should be hired to work in schools where most pupils are Negro.					
2. The N. Y. Board of Education is sincere about wanting to integrate schools.					
3. It is more important to improve neighborhood schools than to try to achieve full integration.					
4. Any child who works hard and gets good grades can get someplace in this world.					
5. Teachers spend too much time disciplining pupils and not enough time teaching.					
6. Teachers here seem to feel that pupils just aren't smart enough to learn anything.					
7. All pupils get a better education in racially mixed schools.					
8. Academic standards are higher in schools where most of the pupils are white.					
9. White students get a better education in racially mixed schools.					
10. Most teachers don't like teaching in schools located in areas like Harlem.					

	I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
11. Pupils who go to schools outside their neighborhood don't have enough time to be with their neighborhood friends.					
12. Black students get a better education in racially mixed schools.					
13. White teachers don't like teaching in schools located in areas like Harlem.					
14. Even if a black child works hard and gets good grades, getting a good job will still be difficult.					
15. Black teachers don't like teaching in schools located in areas like Harlem.					
16. Pupils who stay in their own neighborhood seem to get along better and learn more than those who attend schools outside their neighborhood.					

MORE EFFECTIVE SCHOOLS EVALUATION

My Duties As A Specialist In An ME School

This questionnaire is designed to enable you to provide relevant information about your duties as an MES specialist.

PART I: CURRENT DUTIES

1. In column one list your duties in this school.
2. In column two rank the duties you have listed in the order of their importance, assigning the rank of (1) to the most important duty.
3. In column three rank these same duties in order by the amount of your time they take, assigning (1) to the duty which takes most time.
4. In column four indicate whether, if you could, you would retain each duty listed in column (1).
5. In column five indicate whether, if you could, you would alter the time you spend on each duty listed in column one. Circle the "No" to indicate no change, the minus (-) to indicate less time or the plus (+) to indicate more time.
6. It has been said that, "People are less influenced by what is said than they are by who is saying it." With this possibility in mind, in column six indicate whether or not you are able to perform the duties listed in column one primarily because of the title of the position you hold.

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Duty	Ranks For		Would You Retain	Would You Alter Time	Is Duty Tied to Title
	Import- tance	Time			
			No	No	No
1.			Yes	+	Yes
			No	No	No
2.			Yes	+	Yes
			No	No	No
3.			Yes	+	Yes
			No	No	No
4.			Yes	+	Yes
			No	No	No
5.			Yes	+	Yes
			No	No	No
6.			Yes	+	Yes
			No	No	No
7.			Yes	+	Yes

PART II: ADDITIONAL DUTIES

List below any duties you would add, if you could and indicate why you do not now perform these.

Duties I Would Add	Why Duty is Not Now Performed

Thank you for your cooperation.

MORE EFFECTIVE SCHOOLS EVALUATION

The Duties Of A

In My School

Listed above is the title of a position found in your schools. This questionnaire is designed to enable you to provide relevant information about your views on the duties of this role.

As you respond to the requests below, please consider each role as you see it operating in your school.

1. In column one list the duties and responsibilities of the person filling this role in your school.
2. In column two rank those duties you have listed in the order of their importance.
3. In column three rank the duties you have listed in order by the amount of the specialist's time each takes.
4. In column four rank the duties in order by the frequency with which they bring you in contact with the specialist.
5. In column five indicate whether, if you could you would retain each duty listed in column one.
6. In column six indicate whether, if you could, you would alter the time now spent performing the duties that are listed in column one. Circle the minus (-) to indicate less time, the plus (+) to indicate more time and the (No) to indicate no change.
7. It has been said that, "People are less influenced by what is said than they are by who is saying it." With this possibility in mind, in column seven indicate which of the duties listed in column one you believe the specialist is able to perform primarily because of the title of the position held

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
			Ranks For				
	Duty	Importance	Time	Contact	Would You Retain	Would You Alter Time	Is Duty Tied to Title
1.					No Yes	No +	No Yes
2.					No Yes	No +	No Yes
3.					No Yes	No +	No Yes
4.					No Yes	No +	No Yes
5.					No Yes	No +	No Yes
6.					No Yes	No +	No Yes
7.					No Yes	No +	No Yes

ADDITIONAL DUTIES

List below any duties you would add, if you could, and indicate why you think these are not performed.

Duties I Would Add	Why Duty is Not Now Performed

Thank you for your cooperation

CENTER FOR URBAN EDUCATION
Evaluation of More Effective Schools

Decision Making Study

On page two of this questionnaire is a list of decisions which frequently are made that effect you and your colleagues in this school. Certain people are typically involved in making decisions of a particular nature. Using the list of code numbers which appear at the top. of page two indicate:

I. PARTICIPANTS

- A. Who in your school should be involved in the decision making process.
B. Who in your school would actually be involved in the decision making process.

II. SEQUENCE OF PARTICIPATION

- A. What the sequence is by which individuals should become involved in the decision making process, beginning with the person you believe should initiate the decision making process.
B. What the sequence is by which individuals would actually become involved in the decision making process.

III. DECISION MAKER

- A. Who should make the actual decision.
B. Who would make the actual decision.

For example, suppose what is required is, "Deciding which doors students may use to enter the school building in the morning." One way the decision making process may be shown is:

DECISION	I		II	III
		PARTICIPANT(S)	SEQUENCE OF PARTICIPATION	DECISION MAKER(S)
1. Deciding which doors students may use to enter the school building in the morning.	A	23, 21	23, 21	(23, 21)
	B	23, 22, 21	21, (23, 22)	21

An analysis of the above response reveals that the respondent believes the following:

I. PARTICIPANTS

The respondent has indicated, (on line A), his belief that the participants in the decision making process should be the administrative assistant (23) and the principal (21). But on line B the respondent has indicated in fact the participants would be the administrative assistant (23), the assistant principal (22), and the principal (21).

II. SEQUENCE OF PARTICIPATION

The sequence of participation should (line A) begin with the administrative assistant and end with the principal. However, in his school the respondent believes the decision making process would be initiated (line B) by the principal, and subsequently involve the administrative assistant and the assistant principal simultaneously; (indicated by the circle enclosing the codes for the two positions).

III. DECISION MAKER

The numbers 23 and 21 enclosed by a circle again indicate that the respondent believes that the final decision should be formulated jointly by the administrative assistant and the principal. On line B he indicates that he believes the actual decision would be made by the principal alone.

FORM I

DECISION		I	II	III
		PARTICIPANT(S)	SEQUENCE OF PARTICIPATION	DECISION MAKER(S)
1. Deciding upon the content and format of teacher orientation program.	A			
	B			
2. Deciding how to improve upon the development and evaluation of weekly teaching plans.	A			
	B			
3. Deciding when it is best to remove a child from a classroom.	A			
	B			
4. Deciding whether or not to examine controversial issues in the classroom.	A			
	B			
5. Deciding whether or not to make guidance material available to interested parents.	A			
	B			
6. Deciding whether or not the school shall be represented at meetings sponsored by local community groups.	A			
	B			

7. Deciding how the staff of this school is to be utilized.	A			
	B			
8. Deciding how to put teacher preparation periods to use.	A			
	B			
9. Deciding upon the extent to which the community shall participate in school affairs.	A			
	B			

ORGANIZATION SHEET CODE

SCHOOL POLICY MAKERS

- 10 N. Y. C. Board of Education
- 11 Superintendent of Schools
- 12 Local Board of Education
- 13 District School Superintendent

SCHOOL ADMINISTRATIVE AND SUPERVISORY STAFF

- 21 Principal
- 22 Assistant Principal
- 23 Administrative Assistant
- 24 School Secretary
- 25 Custodial Staff
- 26 Kitchen Manager or Dietician

PUPIL SERVICE STAFF

- 50 Dentist
- 51 Doctor
- 52 School Nurse
- 53 Guidance Counselor
- 54 School Psychiatrist
- 55 School Psychologist
- 56 School Social Worker

SCHOOL-COMMUNITY CONTACTS

- 60 Parent
- 61 Teacher Aid
- 62 Family Assistant
- 63 Family Worker

SCHOOL-COMMUNITY CONTACTS (continued)

- 64 Interested Layman
- 65 Student Teacher
- 66 Community Social Agency
- 67 Educational Consultant

TEACHING STAFF

- 30 Classroom Teacher
- 31 Art Specialist
- 32 Attendance Teacher
- 33 Audio Visual Instructor
- 34 Auxiliary Teacher
- 35 Cluster Teacher
- 36 Community Relations Coordinator
- 37 Corrective Reading Teacher
- 38 Health Education Teacher
- 39 Home Economics Teacher
- 40 Industrial Arts Teacher
- 41 Jr. Guidance Teacher
- 42 Language Arts Teacher
- 43 Librarian
- 44 Music Teacher
- 45 Reading Improvement Teacher
- 46 Science Teacher
- 47 Speech Clinician
- 48 Speech Teacher

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**Evaluation of
ESEA Title I Projects
in New York City
1967-68**



Project No. 0468

**SERVICES TO CHILDREN
IN OPEN ENROLLMENT
RECEIVING SCHOOLS**

**by David J. Fox,
Colleen Stewart and
Vera Pitts**

November 1968



Center for Urban Education
105 Madison Avenue
New York, New York 10016

SERVICES TO CHILDREN IN OPEN ENROLLMENT RECEIVING SCHOOLS:
ELEMENTARY SCHOOLS, INTERMEDIATE AND JUNIOR HIGH SCHOOLS,
AND ACADEMIC HIGH SCHOOLS

David J. Fox, Colleen Stewart, and

Vera Pitts

Evaluation of a New York City school district
educational project funded under Title I of
the Elementary and Secondary Education Act of
1965 (PL 89-10), performed under contract with
the Board of Education of the City of New York
for the 1967-68 school year.

Educational Research Committee

December 1968

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CHAPTER I

INTRODUCTION

Dating back to 1960, the Free Choice Open Enrollment Program (hereafter referred to as O.E.) has now been in operation for eight years. Intended to bring better educational opportunities to minority group students, this program allows parents to transfer their children from predominantly Negro-Puerto Rican schools to schools with more space and a more varied ethnic population. The schools from which the minority group pupils transfer are referred to as "sending" schools. The schools to which they transfer are referred to as "receiving" schools. Since 1960, 22,300 pupils have transferred under this program. These students represent less than 5 per cent of those eligible to transfer.¹ Most of the students who have transferred are Negro rather than Puerto Rican.²

The objectives of the 1967-68 O.E. program were aimed at improving the student's performance in reading and other skill areas. In addition, the program objectives related to specific characteristics of the educationally deprived child. At the elementary school level the objective of the program was "to improve the child's ability in reading."³ The major objectives of the program at the intermediate and junior high school level were: "to improve performance in reading and other skill areas" and "to improve self-image and attitudes toward school education and self."⁴ The major objectives of the O.E. program at the high school level were to "make available to these pupils, opportunities to improve their academic performance and to improve their self-image and attitudes toward school and education."⁵

The Board of Education proposed to meet these objectives by providing additional personnel to the "receiving" schools at each level. The provision of the additional personnel at the elementary level included: corrective reading teachers, teachers of English as a second language, enrichment teachers, and teachers to reduce

¹Jacob Landers, Improving Ethnic Distribution of New York City Pupils (New York: Board of Education, May 1966), p.28

²Ibid.

³Bernard E. Donovan, Summary of Proposed Programs 1967-68 Title I - Elementary and Secondary Education Act (New York: Board of Education, 1967), p. 28.

⁴Ibid.

⁵Ibid., p.29

class size. In the intermediate and junior high schools it was proposed that the following personnel be provided: teachers of remedial instruction, special and career guidance teachers, open enrollment teachers (to provide remediation and small group instruction), and teachers to reduce class size. At the academic high school level the following additional personnel were proposed: remedial reading and mathematics teachers, guidance counselors, laboratory assistants, secretaries, and school aides.

This evaluation attempted to determine the extent to which the objectives, as they related broadly to each project, and to the characteristics of the educationally deprived child, had been achieved. The original design of the evaluation included evaluative activities at each academic level. However, lack of time occasioned by a late beginning and the difficulties attendant to identifying the O.E. child at the senior high school level prevented this. Therefore, the evaluation was confined to the elementary and the intermediate and junior high schools.

This evaluation concentrated on five areas developed from the program objectives:

1. Additional personnel and services
2. Children's achievement
3. Children's self-image
4. Children's attitude
5. Parental attitude

An explanation of the objectives and procedures for each area is offered in the next section of the report.

OBJECTIVES AND PROCEDURES

The Provision of Additional Personnel and Services

There were three purposes in this phase of the evaluation. The primary purpose was to obtain fully detailed information concerning the provision of additional personnel and services from the date of designation as a "receiving" school to and including the 1967-68 academic year. A second purpose was to obtain information as to the number of O.E. students presently enrolled in the "receiving" schools. This information on enrollment provided a basis for selecting samples for other phases of the evaluation. The

final objective was to obtain information relative to the changes in class size since designation as a "receiving" school for the 1967-68 academic year.

To realize these purposes, principals of "receiving" schools were sent letters explaining the evaluation and later, they were sent questionnaires seeking the information required.⁶ A follow-up questionnaire was sent to schools whose principals did not reply within a reasonable length of time.⁷

Achievement Data

This phase of the evaluation had two purposes: providing a statement on current achievement status at the end of the 1967-68 academic year, and providing a longitudinal view of academic achievement of children and of schools involved in the O.E. program. Longitudinal achievement data on both O.E. pupils and resident pupils (those students who were attending their neighborhood school)⁸ were compiled from the cumulative records of 4,727 elementary school children.⁹ These data were used to describe and compare the reading¹⁰ achievement of fourth-, fifth-, and sixth-grade O.E. pupils and their resident schoolmates.

In addition to obtaining individual achievement data, longitudinal reading achievement data for receiving schools were collected from the files of the Board of Education. These data were used to compare school achievement before and after the school

⁶All instruments discussed in this report are contained in Appendix B

⁷The follow-up questionnaire was briefer since the information on pupils was no longer required.

⁸The collection of these data was made possible only through the kind cooperation of several school principals who provided space and advice to the data collectors.

⁹An attempt to use the records of junior high school students was also made but a sufficiently large sample could not be developed.

¹⁰Comparisons of achievement in arithmetic were not made because the Metropolitan Achievement Test in Arithmetic was not administered to these grades by the Board of Education this 1967-68 academic year.

participated in the O.E. program.

The elementary schools used as data-collection sites were those enrolling at least 50 O.E. students and schools in which the principal had agreed to this activity.¹¹

Self-Image Inventory

This phase of the evaluation was designed to determine the degree of self-image displayed by O.E. children and resident children. An instrument was developed for this phase by deriving items from categories devised and used by Jersild¹² in evaluating data collected for his study on self-acceptance. Jersild's data were collected from compositions written by students which described "What I Like About Myself" and "What I Dislike About Myself." In addition, comparisons were made with children attending the More Effective Schools (MES). The same instrument was used with the children in the MES schools. Comparisons were made of 381 O.E. children, 1,580 resident children and 1,046 children in the MES program.

Care was taken in the process of constructing the instrument to exclude any items which might be considered an invasion of privacy. In fact, after careful consideration it was decided not to administer the second half of the original inventory¹³ which was intended to obtain student opinions on some potentially controversial educational issues. These items were identical to a selected number of items contained in the parent questionnaire, and the original intent was to compare child and parental opinion.

To administer this inventory, the evaluation staff recruited a team of parents (hereafter referred to as staff parents) of children in the participating receiving and sending schools. Through the cooperation of the Parent Association in each school, parents were informed of the opportunity to work for the project as data collectors. Those who expressed interest were invited to an

¹¹Appointments were sometimes made which allowed the "receiving" school only a day or two to prepare for the collection team. The evaluation team wishes to specifically acknowledge the high level of cooperation received from the participating schools.

¹²Arthur T. Jersild, In Search of Self (New York: Bureau of Publications, Teachers College, Columbia University, Teachers College Press, 1962), pp. 135-141.

¹³The complete inventory appears in Appendix B.

orientation and training session conducted at the City College and were then scheduled for these data-collection sessions. In all, some 62 parents participated in this and allied phases (discussed below) of the project data collection.

Reliability and validity of the self-image inventory. The categories used in the self-image inventory derive from Jersild's study using a free-response instrument to determine what kinds of things children considered in talking about and evaluating themselves. It should be recognized that the populations used by Jersild were not directly comparable to the O.E. children, and that some items were eliminated because we felt they might be considered an invasion of privacy. This inventory was administered to 1,961 fifth-grade O.E. and resident children.

Reliability of this instrument was determined by correlating the number of positive choices made by children on the odd and even numbered items. When adjusted by the Spearman-Brown prophecy formula a reliability estimate of .81 was derived for the total instrument.

Children's Attitudes

The objectives of this phase of the study were twofold. One objective was to determine the benefits of participating in the O.E. program, as perceived by the O.E. child. Another objective was to determine the O.E. child's perceptions of his acceptance or rejection of his classmates and teachers and their acceptance or rejection of him as he remembered them before he entered the program and as he saw them now.

To achieve these objectives, open-ended interviews were conducted with a randomly selected sample of 32 fifth-grade students and 482 sixth-grade students in May and June.¹⁴ A copy of the interview guide appears in Appendix B. The staff parents also conducted this interview. An attempt was made to have a white parent and a black parent present at each interview. However, this was not always possible. Children were given the option of completing the interview guide themselves with the staff parents present to explain and answer any questions. In many instances the children did request that they be allowed to write their own answers because they did not wish anyone to see them.

¹⁴ Fifth-grade classes were chosen when the sixth-grade classes at one school had too few O.E. students enrolled.

Parental Attitudes

The purpose of this phase of the evaluation was to assess the attitudes of parents who might have some knowledge of the program. Three types of parents were interviewed:

1. Parents who lived in the neighborhood of and had children attending the "receiving" school. These parents are hereafter referred to as "resident" parents.
2. Parents who lived in the neighborhood of and had children attending the "sending" school. These parents are hereafter referred to as "sending" school parents.
3. Parents who had availed themselves of the opportunity to transfer their children into the O.E. program. These parents are hereafter referred to as "O.E." parents.

The instrument for this phase was in two physically separate parts. Part I was designed to determine attitudes toward the O.E. program, and the person or persons who had influenced these attitudes. This part was administered by a staff parent either at school or in the home of the parent to be interviewed. All the parents of the O.E. children were interviewed at home, as were some receiving school parents.

Part II consisted of statements to which parents were asked to indicate the degree of their agreement or disagreement on a five-point scale. These statements were selected or adapted from those in the press recently about educational objectives, purposes, and results in programs for minority group children.

Part II of the questionnaire was left with the parent along with a stamped envelope, to be returned to the evaluation team. This was done to insure anonymity. No attempt was made to distinguish the type of parent replying to this part of the questionnaire (i.e., resident parent, sending school parent, or parent of an O.E. child) since the parents had been assured of total anonymity.

The sending school parents and the receiving school parents were notified by letters, delivered to the schools, which explained the purpose of the interviews and the nature of the interviewing team (i.e., the staff parents). They were also informed of the day and time the staff parents would be present in their neighborhood school to conduct the interview. Parents who had sent their children to an O.E. school were sent a letter inviting their participation, with a self-addressed stamped postcard indicating the date

and time they could be interviewed, if they wished to participate.

Interviews were conducted on Part I of the questionnaire with 189 parents consisting of 104 receiving school parents, 42 sending school parents, and 43 parents of O.E. children. A total of 123 parents returned Part II to the research team.

CHAPTER II

ADDITIONAL PERSONNEL AND CLASS SIZE

One is always reluctant to qualify a set of data before presenting it, but the data involved in this first section require qualification.

The intent of the evaluation team was to verify the extent to which the specifications of the project proposal in terms of the numbers and kinds of personnel to be provided receiving schools in the Open Enrollment program had been met. To verify this would seem to be a simple task and we began it simply, by developing a questionnaire based on the project proposal which we sent to each school specified in that proposal as due to receive additional staff and/or supplies and material. However, the multiplicity of programs in New York City designed to foster school integration and to improve academic functioning, and the comparable multiplicity of financing these programs and the staff which accompany them, posed a major problem for the school staffs attempting to complete that questionnaire. Therefore the data involved require qualification. Children are bussed into receiving schools under programs other than Open Enrollment, and schools receive support for teaching and remedial and service positions from projects other than Open Enrollment. For example, children are bussed in from over-utilized schools through mandate of the Board of Education and many principals report that additional positions are a result of the United Federation of Teachers contract with the Board of Education. Therefore, considerable effort had to be made to identify those positions supported by the funds of this specific project. The problem becomes increasingly acute as one moves up by school level, for the Open Enrollment children are easily identifiable at the elementary level since they are bussed to school and are usually the only non-white children in school. They are more difficult to identify at the junior and senior high school levels¹ where many children use public transportation to reach school and natural integration is more frequent.

We believe that by the end of the year at the elementary and

¹In fact, many junior and senior high school principals reported that they and their staff made a deliberate effort not to single out O.E. children for special identification.

junior high school levels we, and particularly the school staffs, did seem to succeed in unraveling most of the administrative maze within which these data were buried, and so we are reporting these data herein. At the senior high school level, we did not feel we had succeeded sufficiently in tracing down the sources of staff and budget and so refer the verification of position to subsequent evaluations rather than report data in which we lack reasonable confidence.

ELEMENTARY "RECEIVING" SCHOOLS

The 1967-68 ESEA Title I Project Application submitted by the Board of Education of the City of New York proposed that 75 elementary schools would receive additional personnel. This represents a reduction of almost half the number of schools included in the 1966-67 project application. Of the 75 schools appearing on the 1967-68 application, 56 also appeared on the 1966-67 application. The 1967-68 application projected an enrollment of 13,605 open enrollment children.

Questionnaires were sent to each of the 75 schools appearing on the list. Replies were received from 56, a 75 per cent return. These 56 schools reported 6,642 O.E. children in attendance, well under the projected enrollment of 10,320 in these schools. Table 1 shows the comparison of personnel proposed by the Board of Education and personnel reported as having been received by these 56 "receiving" schools.

Within the category of teaching positions, the ESEA proposal called for 64 teaching positions allocated to these 56 schools, and in fact they reported receiving 66. The major internal difference was in the few Corrective Reading teachers and the many Enrichment teachers employed, but there seems to be some functional overlap and interchange in these roles. In addition to these teaching positions, the schools reported an additional 18.2 positions in the areas of Guidance and Social Services, which they believed were also supported by O.E. funds. Within the limited time available it did not seem critical to clarify this seeming excess of services.

The Board of Education's Project Description pointed out that the major objective of the O.E. program would be to improve the reading ability of the O.E. children, in the main by the provision of these additional Remedial or Corrective Reading teachers. A major goal in aiding the schools in their attempts to improve the reading ability of the O.E. children was to reduce class size by these additional positions. Table 2 shows the changes in class size for 29 receiving schools who answered this question on the questionnaire.

TABLE 1

COMPARISON OF PERSONNEL PROPOSED BY THE BOARD OF EDUCATION FOR
ELEMENTARY "RECEIVING" SCHOOLS AND PERSONNEL REPORTED AS
RECEIVED BY THE SCHOOLS
(N=56)

Teaching Positions	Proposed Personnel	Reported Personnel
Corrective Reading teachers	48	23.1
Enrichment teachers	4	27.9
Teachers to reduce class size	11	13.0
Teachers of English as a second language	1	2.0
	—	—
Number of teaching positions	64	66.0
<u>Other Positions</u>		
Special and Career Guidance teachers	0	3.0
Guidance Counselors	0	14.8
Social Workers	0	.4
	—	—
Number of other positions	0	18.2

TABLE 2

COMPARISON OF AVERAGE CLASS SIZE FOR 29 ELEMENTARY "RECEIVING"
SCHOOLS BEFORE AND AFTER BECOMING "RECEIVING" SCHOOLS

School	Year Named "Receiving" School	Average Class Size		
		Before O.E.	1966-67	1967-68
1	1959	32.3	32.9	31.3
2	1960	31.0	31.9	31.9
3	1960	32.1	28.9	28.6
4	1960	31.0	29.0	29.0
5	1961	32.0	31.4	32.0
6	1961	27.3	28.6	26.8
7	1961	33.0	30.7	29.8
8	1961	32.0	30.1	30.1
9	1961	30.0	27.0	26.0
10	1961	31.0	31.0	31.0
11	1961	33.6	28.3	27.5
12	1962	32.0	29.4	29.5
13	1962	29.0	29.0	23.0
14	1962	34.4	31.5	31.6
15	1962	30.1	24.9	27.9
16	1962	31.0	27.0	28.9
17	1963	29.0	28.1	28.1
18	1964	33.0	36.0	35.9
19	1964	32.0	28.2	29.3
20	1964	29.0	29.9	30.8
21	1964	31.0	29.1	28.2
22	1964	33.0	33.0	33.7
23	1965	30.0	30.0	29.1
24	1965	31.8	30.9	30.9
25	1965	31.0	31.0	31.9
26	1965	30.0	29.1	29.1
27	1965	30.0	29.9	27.5
28	1966	30.0	29.1	29.1
29	1966	35.0	34.0	33.0

These data indicate that the effort in 1967-68 to reduce class size had not succeeded in achieving reductions beyond those already achieved in previous years. Compared to their class size before becoming an O.E. school, in 1966-67, five schools had not changed, 19 had gone down, and five had gone up. Comparing 1967-68 with 1966-67, the picture was less satisfactory, for this year nine had not changed and while 13 had gone down again, seven had gone up. Moreover, of the 13 decreases reported in 1967-68, nine indicated a

change in class size of one child or less (4 per cent or less), which was true of five of the seven increases as well. In short, there is no evidence in these data of any appreciable change in class size during the 1966-67 school year in the receiving schools reporting such data.

Since our contacts were more extensive with the 10 elementary schools in which longitudinal achievement data were being collected, we analyzed staff and class size data separately for these schools. Table 3 shows a breakdown on the personnel proposed by the board and personnel reported received for the nine of these schools included in the 1967-68 Project Application, and Table 4 presents the data on enrollment and class size. These schools showed the same pattern as the larger sample, with an under-recruitment of Corrective Reading teachers, and an excess of Enrichment teachers, with an overall under-recruitment.

TABLE 3

COMPARISON OF ADDITIONAL PERSONNEL PROPOSED BY THE BOARD OF
EDUCATION FOR "RECEIVING" SCHOOLS FROM WHICH ACHIEVEMENT
DATA WERE COLLECTED AND ADDITIONAL PERSONNEL
REPORTED RECEIVED BY THESE SCHOOLS
(N=9)

Teaching Positions	Proposed Personnel	Reported Personnel
Corrective Reading teachers	9	2.6
Enrichment teachers	0	5
Teachers to reduce class size	3	0
Special and Career Guidance teachers	0	1.4
Totals	12	9.0

TABLE 4

AVERAGE CLASS SIZE, NUMBER OF O.E. STUDENTS, PROJECTED ENROLLMENT,
AND REPORTED ENROLLMENT AS INDICATED BY THE BOARD OF EDUCATION
IN ITS PROJECT APPLICATION FOR 9 SCHOOLS IN ACHIEVEMENT STUDY

School	Average Class Size			Enrollment, 1967-68	
	Before O.E.	1966-67	1967-68	Projected	Reported
1 ^a	--	--	--	217	251
2 ^a	--	--	--	601	543
3	30.0	29.1	29.1	215	155
4	32.0	28.2	28.2	89	179
5	30.0	26.1	27.1	108	140
6	32.3	29.4	28.2	219	177
7	32.6	29.0	29.1	133	105
8	31.0	31.9	31.9	181	159
9	32.1	28.9	28.7	219	346
Totals				1,982	2,055

^aBase line data not available.

The nine schools from which achievement and longitudinal data were collected reported an O.E. enrollment of 2,055 pupils, slightly above the projected figure of 1,982. While these schools generally declined in class size in 1966-67 (compared to their pre-O.E. size), only negligible further declines occurred in 1967-68.

INTERMEDIATE AND JUNIOR HIGH SCHOOLS

At the intermediate and junior high school level the Board of Education proposed that a total of 73 ESEA positions be provided to 37 O.E. receiving schools. The 1966-67 proposal included 24 schools.

Thus the junior high level, in contrast to the elementary school proposal, shows an increase in the number of receiving schools. Replies from 31 of the 37 schools listed reported that they had received a total of 68.8 additional positions for the 1967-68 academic school year. Table 5 shows a breakdown of these positions.

TABLE 5

COMPARISON OF PERSONNEL PROPOSED BY THE BOARD OF EDUCATION FOR
"RECEIVING" JUNIOR HIGH AND INTERMEDIATE SCHOOLS AND
PERSONNEL REPORTED AS RECEIVED BY THE SCHOOLS
(N SCHOOLS RESPONDING = 31)

Teaching Positions	Proposed Personnel	Reported Personnel
Remedial teachers	19	20.8
Career and Special Guidance teachers	6	8.6
Open Enrollment teachers	23	18.0
Teachers to reduce class size	6	16.9
Guidance Counselors	9	4.5
Totals	63	68.8

At this level the number of positions reported also exceeded those proposed, and there was a greater correspondence of position than characterized the elementary schools. The largest discrepancy occurred in the increased number of teachers employed to reduce class size, and the decreased number of guidance counselors employed. In view of the number of teachers employed to reduce class size, it is frustrating to have to report that the responses to the question on class size were so few in number that it is impossible to determine whether or not class size has increased or decreased since these junior high and intermediate schools were designated Open Enrollment.²

²Two schools indicated that any decrease in class size was due to the Union contract and not to Open Enrollment personnel provided.

CHAPTER III

CHILDREN'S ATTITUDES AND SELF-PERCEPTIONS

CHILDREN'S ATTITUDES

Open-ended interviews of 514 O.E. children were processed to determine their attitudes and self-perceptions.

The O.E. children were asked to react to eight aspects of their perceptions of the O.E. experience. Four aspects referred to their own feelings toward their classmates and teachers upon entering the program and the change in these feelings after having been in the O.E. program. The other four involved their perceptions of their classmates' and teachers' feelings toward them when they first entered the program and their perception of how these feelings had changed. These data are summarized in Table 6.

Selected questionnaires were read by a panel of three (an educator, psychologist, and sociologist) and a decision was made as to which answers would be considered positive and which negative. Afterwards, each panel member read each questionnaire and indicated whether the answer indicated a positive or negative attitude. Questionable answers on which there were differences of opinion were omitted from this analysis. A word of caution must be interjected. The data to be presented is the result of one administration of the questionnaire. In addition, the children interviewed had been in the O.E. program for varying lengths of time. Their answers are reflective and therefore subject to discrepancy.

In general the O.E. children reported they had had positive feelings toward their teachers and classmates on entering the O.E. program and reported that they had maintained these feelings after having been in the program. Moreover, at least 71 per cent of those who had reported initially negative feelings toward their classmates and teachers also reported they had changed to positive feelings. The O.E. children also reported they perceived their teachers as "liking" them initially and continued to do so after having been in the O.E. program. Finally, while the O.E. children reported that they were not certain if their classmates liked them when they entered the program, they thought their classmates liked them now.

Considering the specific aspects, three-fifths of the O.E. children reported that they had had positive feelings toward their classmates when they entered the program. The great majority (80 per cent) reported that they had maintained these feelings after having been in the program. Perhaps even more significant is the

TABLE 6

FEELINGS OF O.E. CHILDREN TOWARD CLASSMATES AND TEACHERS AND THEIR PERCEPTIONS OF THE
FEELINGS OF THEIR CLASSMATES AND TEACHERS TOWARD THEM--ON ENTERING O.E.
PROGRAM AND AFTER, IN PER CENT

Aspect	N	Reported Initial Feelings			Stability & Change ^a		Reported Current Feelings				
		Pos.	Neg.	Mixed	Don't Know	% of		Pos.	Neg.	Mixed	Don't Know
						Positives Remaining Positive	Negatives Becoming Positive				
Feelings toward classmates	460	57	38	4	1	80	89	80	10	8	2
Perception of classmates' feelings toward O.E. children	438	50	33	5	12	82	76	68	7	11	14
Feelings toward teachers	457	73	21	5	1	83	71	75	12	12	1
Perception of teachers' feelings toward O.E. children	438	74	19	3	3	83	70	66	9	9	16

^aThe percentages in these columns refer to the number of children having initial positive or negative feelings.

finding that of the two-fifths (38 per cent) who had reported negative feelings towards their classmates initially, nine out of every ten (89 per cent) reportedly changed to positive feelings toward their classmates after having been in the program. Thus, as we questioned the pupils at the end of the 1967-68 school year, 80 per cent reported that they had positive feelings and only 10 per cent reported that their feelings were negative.

The O.E. children's perceptions of their classmates' feelings toward them were less often positive than their own feelings toward their classmates. Only 50 per cent of the O.E. children were totally positive in feeling that their classmates "liked" them, with another 5 per cent reporting mixed feelings, and with 33 per cent reporting they felt that they were not well received by their classmates. However, after having been in the program, most (82 per cent) of the initially positive students still believed that their classmates "liked" them, and three-fourths (76 per cent) of those who initially perceived negative feelings on the part of their classmates felt that these feelings were positive now.

On entering the program three-fourths of the children questioned perceived that they had had positive feelings toward their teachers (73 per cent), and the same proportion (74 per cent) felt their teachers had positive feelings toward them. Moreover, 83 per cent of these children maintained these feelings in each instance. Only one child in five either had negative feelings toward his teachers on entering the O.E. program (21 per cent) or thought the teacher felt negative toward him (19 per cent). When these children were questioned after participating in the program, 71 per cent of those with negative feelings toward teachers and 70 per cent of those who thought teachers had negative feelings toward them had changed to positive feelings.

The majority of the O.E. children who answered the question concerning the effect of the O.E. program on their academic achievement, ambitions, and feelings about themselves felt that the O.E. experience had beneficially affected them. The factors most often mentioned were "Work Improved" (N = 132), "Increased Confidence" (N = 46), and "Better Teachers" (N = 26).

CHILDREN'S SELF-PERCEPTIONS

The self-image inventory was administered to 1,961 fifth-grade O.E. and resident children.

The instrument used to evaluate children's self-perceptions¹ was a simple three-part check list. The child was presented with 21 characteristics of self² and asked to evaluate each of the 21 aspects three times, first in terms of the extent to which he liked or disliked this aspect of himself, then in terms of whether or not he thought he might improve this aspect, and finally in terms of how he believed he compared with his classmates.

The instrument was analyzed first to yield the distribution of responses for each item on each of the three criteria. (These completed distributions appear in Tables 1 through 20 of Appendix A.) These data are summarized here in two ways: the percentages of positive responses for each of the three criteria for the 21 aspects are presented in Table 7, and item medians are presented in Table 8, obtained by treating the distributions as five-point ordinal scales (with "1" assigned to the most positive point).

Then each individual response was scored to yield the number of characteristics which each child "strongly liked" about himself, as well as the number he "strongly disliked" about himself. The distribution of these scores appears in Tables 9 and 10. Finally, the individual responses were scored to yield the number of characteristics in which each child believed he might improve, and the distribution of these scores appears in Table 11.

Considering first the summary of the responses which appears in Tables 7 and 8, the base finding is apparent at a glance: children were generally quite pleased with the aspects of self about which we questioned them, felt they compared well to others, and yet still felt they could improve. These feelings of pleasure are reflected in the finding that at least 66 per cent and as many as 93 per cent of the children responded that they liked the 21 aspects of self; they are reinforced by the finding that at least 46 per cent and as many as 80 per cent felt that they were above average for the aspect in comparison with their classmates. When the proportions who considered themselves average are included, then the children who considered themselves average or above ranges from 61 per cent to 93 per cent across the three groups. Similarly, the

¹This instrument was administered both to the children being bussed (O.E.) and the children who resided in the neighborhood of the receiving school, i.e., the resident children (Res.).

²The reader is reminded that the characteristics included were selected from the content analysis categories used in Jersild's study.

TABLE 7

PERCENTAGE OF CHILDREN WITH POSITIVE PERCEPTIONS OF SELF, OF ABILITY TO IMPROVE,
AND OF POSITIVE STATUS IN RELATIONSHIP TO OTHERS, BY GROUP
NUMBER OF CHILDREN: O.E. 381, RES. 1,580, MES 1,046

Characteristic	Percentage Who Like This Aspect of Self			Percentage Who Believe May Improve This Aspect			Percentage Who Believe They are Better than Most for This Aspect		
	O.E.	Res.	MES ^a	O.E.	Res.	MES	O.E.	Res.	MES
Ability to help others	92	93	83	80	79	74	68	68	66
The way I dress	92	92	87	82	75	76	67	64	65
Ability to make friends at school	90	89	83	76	76	73	64	64	97
Ability to have fun	90	93	85	71	69	71	74	78	69
My manners	90	88	81	81	82	75	64	60	63
Ability to do things by myself	89	92	83	77	79	72	67	65	64
Ability to get along with other children	89	90	81	78	79	74	63	64	62
Personal neatness and cleanliness	89	89	84	86	83	80	63	59	67
Recreational activities	88	92	83	--	--	--	70	72	69
My looks	87	85	78	80	80	73	56	49	54
Participation in school activities	86	87	82	75	78	73	61	57	62

(Continued on next page)

(TABLE 7--continued)

Characteristic	Percentage Who Like This Aspect of Self			Percentage Who Believe May Improve This Aspect			Percentage Who Believe They are Better than Most for This Aspect		
	O.E.	Res.	MES ^a	O.E.	Res.	MES	O.E.	Res.	MES
Physical ability	86	85	79	83	85	75	55	55	58
My ability to get along with adults	86	88	80	80	78	70	62	62	61
My size	83	85	80	88	89	79	46	80	52
Ability to get along with my teachers	83	88	82	75	75	73	60	63	68
Ability to read	83	86	79	82	81	71	54	63	61
Ability to study	76	78	78	82	84	75	49	48	68
My neighborhood	75	80	66	--	--	--	57	59	48
My grades	74	83	74	86	88	74	51	53	59
My school	71	81	75	68	67	70	50	55	59
Ability to do arithmetic	71	80	77	79	83	70	53	57	60
Mean	84.3	85.9	80.0	79.4	79.5	73.6	59.6	59.8	63.4

^aThese data were obtained during the 1967-68 evaluation of the More Effective Schools program.

TABLE 8

MEDIAN RATINGS^a FOR SELF-RATING ASPECTS OF SELF, BY PROGRAM
 NUMBER OF CHILDREN: O.E. 381, RES. 1,580, MES 1,046

Characteristic	O.E.	Res.	MES
My size	1.61	1.70	1.48
My looks	1.60	1.72	1.60
My physical ability	1.44	1.50	1.44
Personal neatness and cleanliness	1.38	1.44	1.32
The way I dress	1.27	1.28	1.29
Ability to get along with adults	1.44	1.43	1.46
Ability to help others	1.32	1.31	1.33
Ability to get along with other children	1.33	1.36	1.43
My manners	1.46	1.60	1.48
My grades	1.91	1.71	1.67
My school	1.93	1.66	1.46
Ability to get along with my teachers	1.44	1.41	1.39
Participation in school activities	1.44	1.48	1.44
Ability to study	1.80	1.83	1.60
Ability to have fun	1.16	1.10	1.18
Ability to make friends at school	1.29	1.29	1.28
Ability to read	1.41	1.41	1.44
Ability to do arithmetic	1.72	1.56	1.50
Ability to do things by myself	1.32	1.29	1.33
Recreational activities	1.20	1.17	1.22
My neighborhood	1.43	1.39	1.74

^aBased on an assumed five-point ordinal scale, with 1.0 as the most positive rating.

item medians in every instance are in the interval 1 to 2, meaning that 50 per cent of each group indicated the maximum or next to maximum degree of the positive ratings.

TABLE 9
NUMBER OF THINGS STRONGLY LIKE ABOUT SELF
PER CENT AT EACH INTERVAL FOR EACH GROUP

Number	O.E.	Res.	MES
None	1%	2%	6%
1-3	9	6	6
4-6	9	7	6
7-8	11	13	8
9-10	10	15	12
11-12	17	15	13
13-14	15	13	15
15-16	12	12	14
17-18	9	9	10
19-21	7	8	10
Total Number	381	1,580	1,046
Median N of Items	11.7	11.5	12.3

Given this positive perception, the data in Tables 9, 10, and 11 are not surprising. They indicate that on the average (median) the children in each program strongly liked 12 (11.5 to 12.3) of the 21 characteristics we listed, and strongly disliked no more than 1 (.7 to .9). Their feelings of being able to do even better are clearly reflected in the data in Table 11, which indicate that on the average they felt that they can still improve in 17

(16.7 to 17.3) of the 21 characteristics with at least 80 per cent of each group believing they can improve in more than half of the 21 characteristics.

TABLE 10
NUMBER OF THINGS STRONGLY DISLIKE ABOUT SELF
PER CENT AT EACH INTERVAL FOR EACH GROUP

Number	O.E.	Res.	MES
None	58%	71%	58%
1-3	38	26	37
4-6	2	2	3
7-8	1	1	1
9-10	0	0	1
Total Number	381	1,580	1,046
Median N of Items	.9	.7	.9

When one turns to the question of comparing the O.E., Resident and MES children, the data are not completely consistent. We first compared the proportion of positive responses, using a sign test to test the statistical significance of any differences. The data presented in Table 7 permit nine sign tests, comparing O.E. and Resident children, O.E. and MES children, and MES and Resident children on each of the three criteria. These are summarized in Table 12. Comparing O.E. and Resident children, there were no statistically significant differences in the pattern for either the child's belief that he might improve or his comparison of himself with other classmates; but on self-appraisal, in 79 per cent of the signed differences, the Resident children had higher percentages of positive responses. The data in Table 12 also indicate that O.E. and MES children considered themselves comparable in relation to their classmates, but that the O.E. children had higher percentages of positive responses significantly more often both for self-appraisal and belief that they may improve. When Resident and MES children

were compared, Resident children significantly more often had higher positive perceptions in "self-appraisal" and "belief that they may improve," with the MES children more often having higher positive perception in "comparison with classmates." However, since these differences were small (often only 1 per cent or 2 per cent) and since all groups had positive perceptions, the evaluation team does not believe these findings of "difference" should obscure the previously noted comparable aspects of the data. The fragile nature of these particular statistically significant differences is further indicated when the same statistic, a sign test, was applied to the item medians in Table 8. For now the pattern obtained was almost a pure chance pattern: 53 per cent vs. 47 per cent comparing O.E. and Resident children, 44 per cent vs. 56 per cent comparing O.E. and MES children, and 57 per cent vs. 43 per cent comparing Resident and MES children.

TABLE 11

NUMBER OF THINGS ABOUT SELF "THINK I MAY MAKE IMPROVEMENT"
PER CENT AT EACH INTERVAL FOR EACH GROUP

Number	O.E.	Res.	MES
None	0%	2%	6%
1-3	2	1	3
4-6	2	2	2
7-8	2	3	2
9-10	7	5	6
11-12	8	8	8
13-14	11	9	10
15-16	11	13	12
17-18	18	18	17
19-21	39	39	34
Total Number	381	1,580	1,046
Median N of Items	17.3	17.3	16.7

TABLE 12

DISTRIBUTION OF DIFFERENCES IN PERCENTAGE HOLDING POSITIVE
SELF-PERCEPTION, WHEN THERE WAS A DIFFERENCE

Comparison Between:		Per Cent of Time		Comparison For
A	B	A Better	B Better	
O.E.	Resident	21	79	Self-Appraisal
		44	56	Believe May Improve
		44	56	Comparison with Classmates
O.E.	MES	85	15	Self-Appraisal
		94	6	Believe May Improve
		43	57	Comparison with Classmates
Resident	MES	100	0	Self-Appraisal
		94	6	Believe May Improve
		38	62	Comparison with Classmates

Another aspect of the self-perception is reflected in the ordering of the items presented in Table 7, for they are listed in descending order by the proportion of O.E. children who had positive perceptions for the aspect. Reading these down, one sees that the characteristics for which children had the highest proportion of positive perceptions were those which would be considered physical, social, or interpersonal, including such physical characteristics as dress and personal neatness, and such abilities as having fun, making friends at school, getting along with other children, and helping others. In contrast, at the bottom of the list appear characteristics which would be considered academic: school, grades, and ability to study and to do arithmetic. In considering this aspect of the data, however, the reader should not forget that we are discussing ranking data, and that even for those characteristics ranked relatively low the proportion of O.E. children who had positive perceptions of themselves never dropped below 71 per cent.

To provide another insight into the data, several rank order correlations were performed between the ordering of the characteristics within the different criteria by O.E. children in terms of the proportion holding positive perceptions. These correlations were $+.92$ for the percentage who strongly liked an aspect and the percentage who considered themselves "very good or better than most of their classmates."³ As would be expected, there were negative correlations between the percentages who strongly liked an aspect and felt they might improve ($-.24$), and between the percentages who considered themselves very good or better than most and thought they might improve ($-.34$). In brief, the more a child liked an aspect of himself, the more likely he was to consider himself pretty good in comparison with his classmates and the less likely to believe he would, or perhaps needed to, improve.

³This correlation is another indication of the internal consistency of the instrument.

CHAPTER IV

CHILDREN'S ACHIEVEMENT IN READING

INTRODUCTION

The O.E. program was evaluated at the elementary school level in 1965-66 and again in 1966-67. In both instances it was found that on the average O.E. children were reading less well than resident children and were reading below grade expectations. When children who entered O.E. in 1962 were matched in initial reading ability with children who remained in the sending school, data from the 1965-66 study indicated no differences between them in reading ability. The 1966-67 study found that unmatched, randomly selected samples of O.E. children were reading at higher levels than randomly selected samples of sending school children. These findings suggested to the investigator that the O.E. children did not reflect the full range of ability in the sending schools and that in fact academically more able children entered the O.E. program. It was decided that the 1967-68 study, in addition to continuing the description of current achievement, would obtain longitudinal data on larger samples of both O.E. and resident children to allow for a more definitive look at the long-term effects of O.E. as well as the relationship of prior achievement to present achievement as measured by the Metropolitan Achievement Test scores.

DESCRIPTION OF READING ACHIEVEMENT
FOR O.E. AND RESIDENT CHILDREN
AS OF SPRING 1968

Reading achievement data were obtained for 4,357 children in fourth, fifth, and sixth grades, of whom 804 were O.E. children. Table 13 presents the distributions of scores on the MAT in reading for both O.E. and resident children. These data reveal that this year, too, O.E. children were consistently reading below grade expectations from the fourth to the sixth grade with the resident children at or above grade level.

In the fourth grade the O.E. children were reading at 3.9, eight months below the expectation of 4.7, whereas the resident children were reading at 5.0, or three months above expectation. In the fifth grade the O.E. children were reading at 4.7, or one full year below expectations. The resident children in the fifth grade were reading at 5.9, two months above grade expectations. In the sixth grade the O.E. children were reading at 6.0 or seven months below expectation, with the resident children at 7.8, one year and one month above expectation.

TABLE 13

DISTRIBUTION OF SPRING 1968 MAT SCORES IN READING FOR
OPEN ENROLLMENT AND RESIDENT CHILDREN BY GRADE

Reading Level	Percentage Scoring at Each Interval					
	Fourth Grade		Fifth Grade		Sixth Grade	
	O.E. % N=258	Res. % N=1228	O.E. % N=248	Res. % N=1249	O.E. % N=298	Res. % N=1076
11.0-12.4		1	2	6	8	12
10.5-10.9				2	2	4
9.5-10.4	^a	3	1	9	5	16
9.0-9.4	^a	2	^a	7	5	9
8.0-8.9	2	7	4	6	6	7
7.0-7.9	^a	8	4	8	9	8
6.0-6.9	6	9	10	10	16	12
5.5-5.9	8	12	10	10	9	6
5.0-5.4	4	6	8	10	10	7
4.5-4.9	14	13	20	12	14	8
4.0-4.4	14	12	12	8	8	3
3.5-3.9	15	11	15	5	4	5
3.0-3.4	24	8	8	4	3	2
2.5-2.9	8	4	4	^a		
2.0-2.4	2	1	^a	2		
1.5-1.9	2	^a	^a	^a		
Median	3.9	5.0	4.7	5.9	6.0	7.8

^aSome children were in this interval, but fewer than .5%.
Thus the per cents total to 98% or 99%.

When the combined total school distributions were considered, in each grade the school achievement level was essentially normal, with the median for the total fourth and fifth grades indicating grade level reading achievement. The median for the total sixth-grade classes indicated reading achievement one half year above grade level.

For more intensive study of reading achievement and histories, the records of 680 O.E. children were analyzed, as were records of a sample of randomly selected resident children, excluding all those children who had ever been held over. First, the percentages of children reading at or above grade level and below grade level were determined; these appear in Table 14. The percentage of O.E. children reading below grade level varied from 63 per cent to 72 per cent, whereas at each grade more than half the resident children (51 per cent to 63 per cent) were reading at or above grade level.

TABLE 14

PER CENT READING AT-OR-ABOVE AND BELOW GRADE LEVEL
O.E. AND RESIDENT CHILDREN, BY GRADE
1968 MAT SPRING SCORES

Grade	Resident			O.E.		
	N	% At or Above	% Below	N	% At or Above	% Below
4	218	53	47	223	32	68
5	224	51	49	222	27	73
6	235	63	37	235	37	63

Then for these same samples, records were analyzed to determine changes in reading level from Spring 1967 to Spring 1968.¹

¹Some O.E. and resident children were lost in these samples because they lacked both scores.

Table 15 presents these data. Overall gains were made by about four-fifths of both O.E. and resident children at each grade: 77 per cent to 80 per cent for O.E., and 79 per cent to 84 per cent for residents. Another 10 per cent did not change in recorded reading level, despite the entire year in school and, as in previous studies, a minority (8 per cent to 14 per cent of the children) actually showed a loss in recorded reading level, with most of these losses less than a half year, but some exceeding a full year.

TABLE 15

CHANGE IN READING ACHIEVEMENT FROM SPRING 1967 TO SPRING 1968
O.E. AND RESIDENT CHILDREN, BY GRADE

Change	Fourth Grade		Fifth Grade		Sixth Grade	
	O.E. % (N=201)	Res. % (N=186)	O.E. % (N=213)	Res. % (N=213)	O.E. % (N=198)	Res. % (N=211)
Gain of:						
1.7 or more	18	31	19	35	33	41
.9 to 1.6	27	24	26	24	25	17
.5 to .8	23	18	21	16	10	14
.2 to .4	12	11	11	6	10	7
Total % Gaining	80	84	77	81	78	79
% With No Change						
-.1 to + .1	12	8	10	6	9	7
Loss of:						
.2 to .5	6	5	8	7	2	7
.6 to 1.0	1	3	3	3	6	3
More than 1.0	1	0	2	3	5	4
Total % Losing	8	8	13	13	13	14
Median Change	.76	1.08	.75	1.15	1.10	1.18

In each grade the gains achieved by the resident children exceeded those made by the O.E. children, both in terms of the median gain and in terms of the percentage of children who had extremely good years, gaining in excess of 1.6 years. Nevertheless, it should be noted that in grades 4 and 5 nearly half (45 per cent) and in grade 6 more than half (58 per cent) of the O.E. children gained normally.² Comparative data from the 1966-67 evaluation of the O.E. program indicated that at grade 5, 34 per cent of the children gained normally during the year from the Spring 1966 to Spring 1967 testing periods, whereas 58 per cent of those in grade 6 did. Thus, these data for the two years indicate an improvement at grade 5, with the percentage at grade 6 holding stable.

To provide some estimate of the long-term effects of the O.E. program, the records of current fourth-, fifth-, and sixth-grade O.E. children were analyzed to summarize their status in reading as they completed each year in the program. These data are reported in detail in Table 16. In the 1966-67 evaluation a similar analysis indicated that "... the number of years in O.E. did not have any consistent long-range effect on reading level."³

The data of this current study were similar. For while these data indicate that the end of the first year in the program is the point in time at which the largest percentages of children (50% to 60%) were reading at or above grade level, thereafter the proportion declines and hovers around one-third, no matter how many years the children were in the program.

In examining the records of both O.E. children and resident children for these analyses, the evaluation team noted that the performance of a large number of children appeared erratic. Therefore, these records were analyzed for the fall to spring and the spring to fall changes which took place for each child during his school career. Gains, losses, and lack of change in performance in reading were recorded, as well as the numbers of children whose records were insufficiently complete to permit this analysis. These data can be found in Table 17.

Three significant findings from this analysis were noted. First, comparable, in fact nearly identical, percentages of O.E. and

²The normal gain expected was 1.0.

³David J. Fox, Expansion of the Free Choice Open Enrollment Program (New York: Center for Urban Education, 1967), p. 33.

TABLE 16

LONGITUDINAL ANALYSIS OF READING LEVEL OF O.E. CHILDREN RELATED TO
NUMBER OF YEARS IN O.E. PROGRAM, APRIL 1968 READING LEVELS
FOURTH, FIFTH, AND SIXTH GRADES, IN PER CENT

Per Cent of Children Reading:									
Current Grade	Status as Children Completed Indicated Number of Years in O. E.	At or Above Grade			Below Grade				
		.6 or more above	.1 to .5 on grade	.1 to .5 below	.6 to 1.0	1.1 to 1.5	1.6 or more		
4 (N=80)	1	24	24	1	21	24	6	0	
	2	10	14	7	33	20	12	4	
	3	20	8	4	18	16	23	11	
5 (N=33)	1	34	16	9	25	13	3	0	
	2	21	4	4	46	14	7	4	
	3	24	6	6	15	9	28	12	
	4	31	0	0	6	18	21	24	
6 (N=43)	1	X	X	X	X	X	X	X	
	2	19	12	7	17	19	17	9	
	3	21	9	3	26	6	29	6	
	4	17	5	5	17	29	12	10	
	5	26	10	2	7	10	10	35	

Note: X indicates no data available.

TABLE 17

OVERALL PATTERN IN READING ACHIEVEMENT HISTORY, FALL TO SPRING AND SPRING TO FALL
O.E. AND RESIDENT CHILDREN, BY GRADE, IN PER CENT

Grade	Child	N	Always Gains	No Losses but 1 or More "No Changes"	Drop Fall to Spring			Drop Spring to Fall			No Pattern Analysis Possible
					1 Drop, Less Than .4	1 Drop, .4 or More	2 or More Drops	1 Drop	2 Drops		
4	O.E.	226	56	7	11	8	1	0	0		17
	Res.	222	57	4	8	9	1	0	0		21
5	O.E.	202	41	8	8	18	1	0	0		24
	Res.	167	36	4	15	22	1	1	0		21
6	O.E.	209	36	8	8	22	2	3	1		20
	Res.	191	37	9	11	19	2	1	1		20

resident children had made continuous gains during their school careers. Second, almost equal percentages of both groups had sustained one large drop (a drop of .4 or more) during their school careers. And third, it was noted that comparable percentages of children had insufficient data on their cumulative record cards from which to make a comparison.

At the fourth-grade level 56 per cent of the O.E. children made continuous gains, as compared with 57 per cent of the resident children. At this level 20 per cent of O.E. and 18 per cent of the resident children sustained at least one drop in performance on the MAT for reading, with 8 per cent of the O.E. children and 9 per cent of the resident children sustaining a large drop. Insufficient data with which to make these comparisons were noted for 17 per cent of the O.E. and 21 per cent of the resident children.

At the fifth-grade level 41 per cent of the O.E. children made consistent gains, compared with 36 per cent of the resident children, and the residents more often dropped (27 per cent vs. 38 per cent), with the sharpest difference coming in the category we called a small drop. Lack of comparative data at the fifth-grade level eliminated 24 per cent of the O.E. children and 21 per cent of the resident children.

At the sixth-grade level 36 per cent of the O.E. children made some gains every interval, as did 37 per cent of the resident children, with another third of each group dropping, and a fifth lacking sufficient data for comparison.

These data indicate that the O.E. children and the resident children consistently show progress in almost equal proportions. The data also make clear that if the records are correct the progress of a substantial number of children is hampered by at least one large drop in performance during their school careers. The frequency of inconsistent performance and the fact that 20 per cent of the records lacked complete data highlight the need for more regularized and systematic testing and record keeping if test scores are to be used to place and help children.

To give the reader some idea of what these data mean in terms of individual children, Table 18 presents the individual records of 20 sixth-grade children, ten O.E. and ten residents. The children were selected to illustrate the school histories of children who drop. O.E. and resident children selected were matched by sex and third-grade MAT reading scores (spring). All these children had sustained a drop of three or more months. Six were behind grade level as of spring 1965. By spring 1968 ten were reading below grade level, including five of the six who had been below grade level in 1965. In effect, the number of children reading below

TABLE 18

INDIVIDUAL RECORDS OF 20 SIXTH-GRADE STUDENTS, 10 O.E. AND 10 RESIDENT,
WITH AT LEAST ONE DROP IN PERFORMANCE ON MAT READING SCORES:
MATCHED BY SEX AND THIRD-GRADE MAT READING SCORES

Case	Child	Sex	Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1. Res.	F		4.6		4.4	8.0	7.6	10.1	--	7.2
O.E.	F		4.6		5.9	--	8.6	5.7	--	8.7
2. Res.	M		3.4		3.3	4.9	5.1	5.9	--	5.3
O.E.	M		3.4		4.1	--	4.6	--	8.0	5.3
3. Res.	F		2.7		3.1	3.9	3.5	4.6	--	3.7
O.E.	F		2.7		--	3.8	3.2	4.6	--	6.1
4. Res.	M		3.5		3.4	4.1	4.4	3.9	--	6.1
O.E.	M		3.5		3.5	4.4	5.3	8.4	--	7.4
5. Res.	F		4.6		5.1	5.1	5.9	5.5	--	6.1
O.E.	F		4.6		4.8	7.3	4.9	7.7	--	6.7

(Continued on next page)

(TABLE 18--continued)

Case	Child	Sex	Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
6. Res.	M		4.2		3.4	5.3	4.6	6.1	--	4.1
O.E.	M		4.2		--	--	5.6	5.1	--	5.6
7. Res.	F		4.9		--	--	7.6	7.0	--	9.0
O.E.	F		4.9		4.7	6.9	5.9	8.0	--	7.2
8. Res.	M		4.6		5.3	--	6.4	8.0	--	6.1
O.E.	M		4.6		4.1	4.7	6.4	5.3	--	9.9
9. Res.	F		4.7		6.4	7.6	8.4	8.0	--	9.9
O.E.	F		4.7		4.4	4.9	7.1	5.8	--	6.1
10. Res.	F		5.5		4.1	4.2	7.0	5.4	--	9.0
O.E.	F		5.5		7.0	--	7.0	5.7	--	7.6

grade level had doubled over a three-year period.

More striking than this observation is the inconsistent achievement history of these children. Note resident child 1, who is reading almost one year above grade when first tested in the spring of grade 3, who drops by the following fall, gains three and one-half years in grade four, drops again by fall, gains close to three years in grade 5, and then loses three years in grade 6. Several of the children show these sudden spurts of two or three years and equally sudden drops of a similar magnitude. Some of the data must make the reader, as they did the evaluation team, wonder at the reliability of the reading data as recorded.⁴ For example, in pairs nine and ten, both resident children and O.E. child 9 gain three to four years from the testing in the spring of the fourth grade to the fall of the fifth grade, and then proceed to decline precipitously during their year in the fifth grade, with pair 10 jumping ahead again during the sixth grade.

Clearly the analyses reported in Tables 17 and 18 indicate the need for a thorough examination of the stability of the reading achievement data and the accuracy with which they are processed and recorded. The demands placed upon these data, not only for placement and teaching purposes but now for program evaluation as well, make this an urgent need for the New York City schools.

SCHOOL ACHIEVEMENT PROFILES

Since concern has been expressed in debates over school integration as to the impact of integration on resident children's achievement, the evaluation team used the cumulative records at the Board of Education to collect data on school achievement profiles at three points:

1. the year before⁵ the school was designated a receiving school;⁶
2. the year immediately after; and
3. 1967.⁷

⁴The evaluation team had sufficient doubts so that it verified the transcribing of these data from the school records.

⁵This point in time varied from 1958-59 to 1966-67.

⁶Time did not permit the completion of a parallel analysis for sending schools in sufficient numbers to report.

⁷This study was completed before 1968 data were available.

Data were available only for grades 3 and 6 since citywide testing in other grades was not done prior to 1965. Two comparisons were made: the year before with the year after, and the year before with 1967. The data appear in Table 19.

Considering first the immediate effect of the introduction of the Open Enrollment program, the data in Table 19 indicate that in both Word Knowledge and Reading Comprehension subtests receiving schools dropped in overall achievement level in grade 3 but increased in grade 6. In all instances the changes were relatively slight, ranging between .19 and .30 of a year, i.e., two or three months. When the year before O.E. was compared with 1967, grade 3 showed a drop (of .27) in Word Knowledge, whereas grade 6 showed an increase (.14). Neither grade changed significantly in Reading Comprehension (-.09 in grade 3 and -.06 in grade 6). Overall, these data indicate no dramatic change in the school achievement profiles in reading when all children in the school are considered.

Of course, the possibly more relevant question in terms of the concerns expressed by parents of resident children is the effect of O.E. upon the achievement level of the resident children only. This analysis was not possible from the data available at the Board of Education, for they are only school medians; however, it was possible to use the achievement data obtained for this evaluation to study seven schools and compare the median reading scores of sixth graders in 1962-63 before O.E. with the median reading scores for 1968 sixth-grade resident children only. As the data in Table 20 indicate, in all but one of the schools the resident children were now reading better than the children in the school had been before the school was designated a receiving school.

The data in Tables 19 and 20 lead to the important conclusion that the influx of children reading below grade level has little effect on the overall school achievement profile in part because the resident children did better than their predecessors had done before O.E.

TABLE 19

OVERALL SCHOOL READING ACHIEVEMENT CHANGES---RECEIVING SCHOOLS

Comparison	Grade	MAT Subtest	N	Overall Median Change	Up		Down		N Schools which Did Not Change
					N	Median	N	Median	
Year before O.E. with year after									
	3	Word Knowledge	23	-.38	3	.30	13	.30	7
	3	Reading Comp.	20	-.30	3	.20	16	.35	1
	6	Word Knowledge	30	+.20	12	.45	11	.60	7
	6	Reading Comp.	30	+.19	11	.50	16	.40	3
Year before O.E. with 1967									
	3	Word Knowledge	27	-.27	8	.40	14	.50	5
	3	Reading Comp.	36	-.09	15	.30	14	.50	7
	6	Word Knowledge	29	+.14	12	.35	12	.50	5
	6	Reading Comp.	29	-.06	8	.60	17	.40	4

TABLE 20

CHANGES IN SIXTH-GRADE MEDIAN READING SCORES
FOR SEVEN RECEIVING SCHOOLS, 1963 AND 1968,
RESIDENT CHILDREN ONLY

School	Sixth-Grade Median (Resident)		Amount of Change	Number Resident Children Studied in 1968
	1962-63	1967-68		
A	6.8	9.0	+2.2	112
B	7.2	9.0	+1.8	131
C	7.3	8.9	+1.6	120
D	6.6	8.5	+1.9	195
E	6.5	7.5	+1.0	117
F	7.0	6.3	- .7	164
G	6.6	8.3	+1.7	74

CHAPTER V

PARENTAL ATTITUDE AND OPINION

EDUCATIONAL ACHIEVEMENT
OF PARENTS INTERVIEWED

A total of 189 parents were interviewed; 104 resident parents,¹ 42 sending school parents,² and 43 parents who sent their children to an O.E. school. The educational attainment of this group of parents as reported by them indicated that 49 per cent had had some school or college after high school, 33 per cent had a high school education, and 18 per cent had less than a high school education.

PARTICIPATION IN SCHOOL ACTIVITIES

Over half the parents had attended five or more activities at their children's school. Almost all (99 per cent) had met their child's teacher and the principal (98 per cent). The parents reported that they had visited the schools for a variety of reasons. However, the most frequently mentioned reason was that the visits had been made to find out about their children's school work. The second most frequently mentioned reason was to attend a social function.

The majority of the parents (90 per cent) knew about the O.E. program and also had discussed the program with other people. The parents who had sent their children to an O.E. school reported that their children had been most influential in helping them to make up their minds. Next in order of influence were neighbors, parents of children enrolled in O.E. programs, relatives, husband or wife, and the teacher or principal of the sending school. Parents who did not send their children did not do so even though they had been encouraged by their mates, neighbors, and parents of children already enrolled in the program. Their children, teachers, and principals in their neighborhood schools had been least encouraging. Resident parents found their mates and children most in favor of the program. They reported their neighbors to be divided equally in their feelings about the program; half their neighbors that they talked with were in favor and half were not in favor.

¹These are the parents of the resident (neighborhood) children.

²These are the parents of children eligible for the O.E. program but who attend school in their own neighborhood.

REASONS FOR SENDING AND NOT
SENDING CHILD TO O.E. SCHOOL

The parents (sending school parents) who did not avail themselves of the opportunity to send their children to an O.E. school did not do so for the reasons shown in Table 21.

TABLE 21
REASONS GIVEN BY PARENTS FOR NOT SENDING
CHILD TO AN O.E. SCHOOL

Reason	Number of Parents
O.E. schools too far from home	17
Satisfied with neighborhood school	12
Did not know about the program	7
Children wanted to stay with friends	3
Did not want child to go to an integrated school where he would be in the minority	3
	<u>42</u>

Parents who had sent their children to an O.E. school reported that they sent their children out of the neighborhood to school mainly because they thought the children would get a better education. Most often (22) they cited either the "bad influence of other children in the neighborhood school" or wanting their children to "go to an integrated school" as reasons, with an almost equal number of parents saying that they did not like either the neighborhood school (19) or the "neighborhood" (18) as reasons for sending their child to an O.E. school.

Resident parents, when asked for reasons why they would send their children out of the neighborhood to school, most often said "If I thought child would achieve more" (46); "If I did not like the quality of teaching in the school that my child was attending" (45); and "If I felt that the behavior problems in the school he was attending were too numerous" (44).

CONTINUATION OF O.E. PROGRAM

The majority of the parents were in favor of seeing the O.E. program continued. Only 17 of the 189 parents reported that they were in favor of seeing the program discontinued--two O.E. parents, 12 resident parents, and three sending school parents.

EFFECTS OF O.E. PROGRAM ON ACHIEVEMENT
AND INTEREST OF O.E. CHILDREN
AND RESIDENT CHILDREN

Parents were asked to make five comparative judgments about the effect the O.E. program had on their child, in terms of:

1. his interest in school;
2. his relationships with other children;
3. his ability to read;
4. his ability in mathematics; and
5. his teacher's attitude toward him.

The data appear in Table 22. On all five judgments the pattern of responses was the same.

TABLE 22

REPORTED CHANGES IN SCHOOL INTEREST, ATTITUDES, AND
ACHIEVEMENT AS A RESULT OF THE O.E. PROGRAM
AS PERCEIVED BY PARENTS

Aspect	Reported Change by Per Cent					
	Better		Same		Worse	
	O.E.	Res.	O.E.	Res.	O.E.	Res.
1. Interest in school	60	14	39	76	0	10
2. Relationships with other children	48	20	48	73	3	7
3. Reading ability	68	18	25	77	6	5
4. Ability in mathematics	69	13	31	79	0	8
5. Teacher's attitude toward child	45	11	52	80	3	9

The great majority (73 per cent to 80 per cent) of resident parents felt that their children were performing the same as they had performed before the O.E. program began, but a majority of the O.E. parents reported that they felt that their children were doing better in reading and mathematics and had more interest in school as a result of attending an O.E. school, and almost half of the O.E. parents (45 per cent to 48 per cent) felt that their child's relationships with other children and his teacher's attitudes also were now better.

PART II OF PARENTS' QUESTIONNAIRE

The parents were asked to indicate their agreement or disagreement with 35 statements about schools selected from the public and professional press. A total of 123 parents returned these questionnaires. The parents agreed (98 per cent) that they wanted the "best education for their children," and were convinced (89 per cent) that they could "bring about substantial changes" in the schools. These parents displayed a very positive feeling of self-determination and control over their environment, as 93 per cent of them felt that if they "wanted to accomplish something" it could be accomplished with concentration and work. Smaller majorities displayed positive feelings of self-determination about their children, for while 78 per cent agreed that "any child who works hard and gets good grades can get some place in this world," 56 per cent agreed that hard work and good grades would help a black or Puerto Rican child but "getting a good job would still be difficult."

The parents were positive about reasons for which they would send their children out of the neighborhood to school. They agreed (73 per cent) that they would send the child outside the neighborhood to school "for a better education," but not because of trouble "with teachers" (75 per cent) or because of trouble with "other" children (74 per cent).

A large majority (81 per cent) felt that "we should be more concerned with improving the neighborhood schools than with trying to achieve full integration." However, 79 per cent of the parents agreed that academic standards are higher in schools with a majority of white students. Over half the parents (54 per cent) felt that children were not doing well in reading. However, a majority (88 per cent) felt that their children were conscientious about their school work and wanted to do well in school. Most parents (69 per cent) felt that their children were getting a good education, but 23 per cent did not feel that way.

The parents were asked their attitudes about the quality of schools "in areas like Harlem." Most of the parents had no opinion (42 per cent). The remainder of the parents were almost equally

divided in considering them poor (31 per cent) and good (27 per cent). A majority of the parents (60 per cent) agreed that teachers do not like "teaching in areas like Harlem," but also said (69 per cent) they did not feel that schools where most of the children are black should have mostly black teachers. A similar majority (60 per cent) said that children should go to school out of their own neighborhood and should be bussed to better schools. A majority of the parents (63 per cent) felt that the teachers in their children's school spent more time in teaching than they did on discipline problems and that the teachers in their children's school had positive attitudes about their children's ability to learn.

The parents were asked whether they thought that a school boycott was an "excellent way" to get results from the Board of Education. Three-fifths (58 per cent) of the parents did not think so, as compared with 30 per cent who agreed that this method was an excellent weapon. Half (50 per cent) the parents thought that the Board of Education was sincere in wanting to integrate the schools; 28 per cent felt that it was not, with an almost equal number (20 per cent) having no opinion. Three-fifths of the parents (58 per cent) felt that parents in ghetto areas teach their children to behave.

The parents were asked to select and rank those subjects which they thought should be included in "quality" education. They responded by selecting reading, arithmetic, and writing in that order.

Finally, parents were asked to choose the "work you would like your child to do," "the work you think your child would like to do," and "the work you think your child will actually be doing" when he finishes school. The parents chose teaching, medicine, and law in that order as work they would like their child to do. However, less than half of those who chose medicine (43 per cent) or law (27 per cent) thought the children wanted this career or would actually have this career (27 per cent and 36 per cent) when they finished their education. On the other hand, for teaching, parental wishes agreed completely (100 per cent) with the child's wishes as perceived by the parents, and with the parents' perceptions of what the children would eventually be doing after finishing their education (81 per cent).

CHAPTER VI

CONCLUSIONS

This evaluation of the implementation and effects of the Free Choice Open Enrollment program in 1967-68 was designed to cover five facets of the program. First, and in a sense the basic responsibility was the verification of the extent to which the project was implemented as intended. At the elementary and junior high school levels (including the intermediate schools) the evaluation team, through the diligence and cooperation of the school staffs involved, was able to verify that the number of positions to be allocated had been achieved, although there was some internal rearranging of the categories of staff to be employed. At the senior high school level, within the period under review, the evaluation team and the schools were unable to unravel the welter of programs and budgets with sufficient clarity to answer this question. This same phase of study indicated that no additional movement toward reduced class size occurred in these elementary schools during 1967-68 beyond that achieved in previous years.

When the phases related to children are considered, this third in the annual evaluations conducted of the Free Choice Open Enrollment program has reinforced findings from the previous evaluations of both a positive and negative nature. Once again the basically positive perceptions of both O.E. and resident children toward themselves and their school are strongly reflected in the data. Thus, during the last three years, with three different samples and with three different paper-and-pencil instruments as well as face-to-face interviews, all the data on self-perception collected challenges the widely held notion that black and Puerto Rican children (along with children of other minority groups), have negatively oriented perceptions of themselves particularly when school and education are the focus of attention. The research base of this notion goes back to the pioneering studies of the Clarks.¹ Even allowing for the fact that they studied younger children than were studied in these evaluations, the recent and current data suggest that the new generations of children now in elementary school hold different views of the world than previous generations did 27 years back. Another interpretation might be that the use of relatively overt data-gathering techniques used in these studies has produced a different

¹Kenneth B. Clark, and Mamie P. Clark, "Racial Identification and Preference in Negro Children," in T. M. Newcomb, and E. L. Hartley, eds., Readings in Social Psychology (New York: Holt Rinehart and Winston, 1947).

set of data than the projective techniques used in the Clark study. A replication of their study with today's children would seem to be in order.

Within this basically positive set of perceptions, the O.E. children showed particularly positive self-feelings in the area of their social and personal functioning. Since this was one of the primary aims of this program, the data strongly support the conclusion that the program has been successful in achieving this goal.

It is important to note as well that in addition to these basically positive perceptions, both groups of children expressed confidence in their ability to improve. If this instrument is considered to provide some insight into the child's feeling of his ability to control his environment and future, then the O.E. and resident children expressed strong feelings of such control.

Equally strong, and in the negative direction is the third consecutive finding that severe reading retardation continues to characterize the O.E. children. But there has been improvement, for this year the proportion of O.E. fifth graders reading at or above grade level rose from 34 per cent in 1966-67 to 45 per cent, and the proportion of sixth graders at or above grade level continued to approach three-fifths (58 per cent).

The analysis of reading achievement produced two new dimensions to the data. First, the evidence indicates that resident children in the receiving schools studied were currently reading at higher levels than children in these same schools had been reading in the year before the schools were designated as receiving schools for the Free Choice Open Enrollment program. In view of these gains, no consistent changes were noted in the achievement profiles of the receiving schools studied, despite the admission of the O.E. children reading below grade. These data should help resolve the fears expressed by many parents of resident children as to the effect on the achievement level of a school if children are admitted who are currently reading below the levels of the resident children. The answer provided by the data of this study is that if anything happens, it is an increase in achievement for the resident children.

This impression obtained from the data is consistent with but stronger than the impressions the parents of the resident children reported to us, not only in the area of achievement but in their children's attitudes toward, and interest in, school as well. Nine out of ten felt that their child was doing as well or better since the school was designated a receiving school, although most reported stability rather than the improvement the data indicated. In contrast, the parents of O.E. children felt their children were doing

better in the areas we studied.

Parents in general were positive about the O.E. program, for 172 of 189 favored its continuance. They were also positive about the potential in their own roles for changing schools for the better and in their ability to accomplish as well as in the ability of their children to do well if they worked hard. Most felt that their children were obtaining a good education, and that while academic standards were higher in schools with a majority of white students, it was more important to improve neighborhood schools than to achieve full integration. In considering these impressions the reader should remember that the data summarized in this paragraph came from a group of parents with the proportion of O.E. and residents indeterminate.

A disturbing footnote to all the data on reading achievement is the extent to which both O.E. and resident children have been shown to have unstable histories of progress in reading. Large spurts are as often as not likely to be followed by large drops, a year-long plateau is not uncommon, and in general the data suggest that the New York City Board of Education should consider the entire question of the process by which tests are given and scored and the data recorded, if valid estimates of reading achievement are to be available to teachers, counselors, and administrators, to say nothing of program evaluators!

Looking across all of the data, this evaluation of the Services to Children in Open Enrollment Receiving Schools for the school year 1967-68 can be summarized in these conclusions:

First, the program was basically implemented as proposed in terms of personnel but class size was not affected.

The second conclusion would be that the program has succeeded in achieving or sustaining positive impressions and attitudes among its participating children and parents. Attitudinal change is one of the major objectives of integration efforts such as the Open Enrollment program.

Another conclusion would be that while no major change in reading achievement has been noted among participating O.E. children there is some indication of progress toward normal levels of achievement. For this year the proportion of O.E. fifth graders reading at or above grade level rose from 34 per cent in 1966-67 to 45 per cent and the proportion of sixth graders at or above grade level continued to approach three-fifths (58 per cent).

A fourth conclusion would be that there is clear indication that efforts to achieve this improvement has had only positive

effects on the levels of achievement of the resident children. Nevertheless, unstable histories of both O.E. and resident students in reading progress suggest that the Board of Education should consider the process by which tests are given, scored and the data recorded in order to validly evaluate reading achievement.

The Open Enrollment program while not proving that the child who transfers to an O.E. school is assured of progress in reading has not proven otherwise either. On the other hand, the data does suggest that the Open Enrollment program is no panacea for improving academic achievement. The fact that class size had not been significantly reduced indicates that O.E. students might require more individualized instruction than most are receiving. Early identification of and special attention to the poor reader who has transferred to an O.E. school in search of better instruction, is indicated from these conclusions.

These conclusions while not all of a positive nature would indicate that the Free Choice Open Enrollment program has functioned with some limited success.

APPENDIX A

DETAILED TABLES ON SELF-PERCEPTION

Table 1

Response Pattern to Self Perception Inventory, in Per cent,
by Type of Program, for "My Size"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	51	61	52	46	41
Mildly like	29	24	26	37	44
Mildly dislike	8	5	9	11	9
Strongly dislike	6	7	10	5	4
No answer	6	3	3	1	2
Median Rating (1.00 = Strongly Like)	1.48	1.32	1.46	1.61	1.70
<u>Possibility of Improvement</u>					
May improve	79	88	84	88	89
Won't improve	11	7	11	10	8
No answer	10	5	5	3	2
<u>Comparison with Classmates</u>					
Very good	35	37	32	25	20
Better than most	17	23	20	21	20
Average	25	26	28	40	47
Not very good	12	8	12	11	10
No answer	10	6	8	3	3

Table 2
Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for "My Looks"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	47	47	47	47	40
Mildly like	31	32	35	40	45
Mildly dislike	8	7	7	8	8
Strongly dislike	5	10	5	3	4
No answer	9	4	6	3	3
Median Rating (1.00 = Strongly Like)	1.6	1.59	1.59	1.60	1.72
<u>Possibility of Improvement</u>					
May improve	73	83	76	80	80
Won't improve	16	13	14	16	16
No answer	11	4	10	5	4
<u>Comparison with Classmates</u>					
Very good	33	30	31	26	24
Better than most	21	20	24	30	25
Average	22	28	24	33	40
Not very good	11	14	10	6	7
No answer	13	8	11	5	5

Table 3

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for "My Physical Ability"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	53	57	50	53	49
Mildly like	26	26	32	33	36
Mildly dislike	8	5	8	9	7
Strongly dislike	5	8	4	3	4
No answer	8	4	6	2	3
Median Rating (1.00 = Strongly Like)	1.44	1.36	1.5	1.44	1.5
<u>Possibility of Improvement</u>					
May improve	75	85	78	83	85
Won't improve	14	10	13	12	12
No answer	11	4	10	5	3
<u>Comparison with Classmates</u>					
Very good	37	36	33	29	30
Better than most	21	24	24	26	25
Average	19	27	22	33	32
Not very good	11	9	10	8	11
No answer	12	4	12	3	3

Table 4

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for Personal Neatness and Cleanliness

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	61	62	64	57	53
Mildly like	23	29	26	32	36
Mildly dislike	4	1	3	7	6
Strongly dislike	4	4	2	2	2
No answer	8	4	5	2	3
Median Rating (1.00 = Strongly Like)	1.32	1.31	1.28	1.38	1.44
<u>Possibility of Improvement</u>					
May improve	80	88	80	86	83
Won't improve	9	6	10	10	14
No answer	11	6	10	5	4
<u>Comparison with Classmates</u>					
Very good	45	48	42	37	33
Better than most	22	24	24	26	26
Average	17	20	19	26	31
Not very good	4	3	6	6	6
No answer	12	6	9	6	4

Table 5

Response Pattern to Self Perception Inventory, in Per cent,
by Type of Program, for "The Way I Dress"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	63	67	64	65	64
Mildly like	24	22	24	27	28
Mildly dislike	3	4	4	3	3
Strongly dislike	2	3	3	2	2
No answer	8	4	5	3	3
Median Rating (1.00 = Strongly Like)	1.29	1.25	1.28	1.27	1.28
<u>Possibility of Improvement</u>					
May improve	76	89	77	82	75
Won't improve	11	5	12	14	20
No answer	13	6	11	5	5
<u>Comparison with Classmates</u>					
Very good	42	52	43	41	39
Better than most	23	21	24	26	25
Average	18	17	17	25	28
Not very good	3	3	3	3	2
No answer	14	7	12	5	5

Table 6

Response Pattern to Self Perception Inventory, in Per Cent, by
Type of Program, for Ability to Get Along with Adults

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	52	51	53	53	54
Mildly like	28	34	31	33	34
Mildly dislike	6	3	5	6	6
Strongly dislike	5	6	5	5	3
No answer	9	6	6	3	3
Median Rating (1.00 = Strongly Like)	1.46	1.48	1.44	1.44	1.43
<u>Possibility of Improvement</u>					
May improve	70	80	73	80	78
Won't improve	16	16	17	16	17
No answer	14	5	10	5	5
<u>Comparison with Classmates</u>					
Very good	41	43	39	37	34
Better than most	20	21	25	23	28
Average	16	19	18	27	28
Not very good	11	10	8	9	5
No answer	13	7	11	5	5

Table 7

Response Pattern to Self Perception Inventory, in Per Cent, by
Type of Program, for Ability to Help Others

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	60	66	63	61	62
Mildly like	23	22	24	31	31
Mildly dislike	4	3	4	2	3
Strongly dislike	3	5	2	1	1
No answer	10	4	7	5	3
Median Rating (1.00 = Strongly Like)	1.33	1.26	1.29	1.32	1.31
<u>Possibility of Improvement</u>					
May improve	74	82	75	80	79
Won't improve	13	11	14	14	16
No answer	13	7	12	6	5
<u>Comparison with Classmates</u>					
Very good	43	49	43	40	39
Better than most	23	21	23	28	29
Average	15	19	18	20	24
Not very good	5	4	5	5	3
No answer	14	7	11	6	5

Table 8

Response Pattern to Self Perception Inventory, in Per Cent, by
Type of Program, for Ability to Get Along with Other Children

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	54	45	53	60	58
Mildly like	27	38	31	29	32
Mildly dislike	6	8	6	5	5
Strongly dislike	4	6	5	3	2
No answer	9	3	5	3	3
Median Rating (1.00 = Strongly Like)	1.43	1.63	1.44	1.33	1.36
<u>Possibility of Improvement</u>					
May improve	74	79	72	78	79
Won't improve	13	17	17	18	17
No answer	13	5	11	5	4
<u>Comparison with Classmates</u>					
Very good	42	42	39	40	37
Better than most	20	23	21	23	27
Average	16	21	21	25	27
Not very good	9	8	9	7	5
No answer	13	6	10	5	4

Table 9

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for "My Manners"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	51	53	56	52	46
Mildly like	30	33	27	38	42
Mildly dislike	5	5	6	5	6
Strongly dislike	5	4	5	2	2
No answer	9	5	6	3	4
Median Rating (1.00 = Strongly Like)	1.48	1.44	1.39	1.46	1.60
<u>Possibility of Improvement</u>					
May improve	75	84	76	81	82
Won't improve	11	7	11	14	14
No answer	14	9	13	6	4
<u>Comparison with Classmates</u>					
Very good	39	43	42	37	31
Better than most	24	27	20	27	29
Average	15	18	19	25	29
Not very good	9	6	8	5	6
No answer	13	6	11	6	5

Table 10

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for "My Grades"

Area	1 NES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	45	55	47	37	41
Mildly like	29	24	31	37	42
Mildly dislike	9	10	9	15	10
Strongly dislike	8	6	6	8	4
No answer	9	5	7	3	3
Median Rating (1.00 = Strongly Like)	1.67	1.41	1.60	1.91	1.71
<u>Possibility of Improvement</u>					
May improve	74	84	80	86	88
Won't improve	14	9	11	9	8
No answer	12	7	9	5	4
<u>Comparison with Classmates</u>					
Very good	36	37	35	28	28
Better than most	23	22	22	23	25
Average	16	24	21	29	33
Not very good	13	10	14	16	10
No answer	12	7	8	5	3

All

Table 11

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for "My School"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	52	41	48	34	44
Mildly like	23	26	29	37	37
Mildly dislike	5	9	9	14	9
Strongly dislike	12	20	9	13	7
No answer	8	4	5	2	3
Median Rating (1.00 = Strongly Like)	1.46	1.85	1.57	1.93	1.66
<u>Possibility of Improvement</u>					
May improve	70	72	72	68	67
Won't improve	18	21	20	23	26
No answer	12	7	8	9	7
<u>Comparison with Classmates</u>					
Very good	39	37	40	28	20
Better than most	20	18	19	22	26
Average	15	18	20	29	33
Not very good	13	20	13	14	7
No answer	13	6	8	7	6

Table 12

Response Pattern to Self Perception Inventory, in Per Cent, by
Type of Program, for "Ability to Get Along with my Teachers"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	56	47	57	53	55
Mildly like	26	31	30	30	33
Mildly dislike	4	7	4	7	5
Strongly dislike	5	5	4	7	4
No answer	9	10	5	3	3
Median Rating (1.00 = Strongly Like)	1.39	1.60	1.38	1.44	1.41
<u>Possibility of Improvement</u>					
May improve	73	70	79	75	75
Won't improve	14	19	13	18	21
No answer	13	12	8	6	4
<u>Comparison with Classmates</u>					
Very good	42	25	42	36	36
Better than most	26	32	25	24	27
Average	13	15	17	27	25
Not very good	8	15	8	8	7
No answer	12	12	9	5	5

Table 13

Response Pattern to Self Perception Inventory, in Per Cent, by
Type of Program, for Participation in School Activities

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	53	61	48	53	51
Mildly like	29	22	34	33	36
Mildly dislike	5	6	7	6	6
Strongly dislike	4	5	4	3	3
No answer	9	6	7	5	4
Median Rating (1.00 = Strongly Like)	1.44	1.32	1.56	1.44	1.48
<u>Possibility of Improvement</u>					
May improve	73	82	74	75	78
Won't improve	15	12	16	18	18
No answer	12	6	10	7	5
<u>Comparison with Classmates</u>					
Very good	38	37	34	35	32
Better than most	24	25	24	26	25
Average	18	24	24	25	32
Not very good	7	6	8	7	7
No answer	13	8	10	6	5

Table 14

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for Ability to Study

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	47	53	46	39	36
Mildly like	31	28	32	37	42
Mildly dislike	6	6	9	14	11
Strongly dislike	5	7	5	6	7
No answer	11	6	8	4	4
Median Rating (1.00 = Strongly Like)	1.60	1.44	1.63	1.80	1.83
<u>Possibility of Improvement</u>					
May improve	75	85	77	82	84
Won't improve	12	10	12	12	12
No answer	14	6	10	6	4
<u>Comparison with Classmates</u>					
Very good	36	33	32	25	25
Better than most	22	29	34	24	23
Average	16	22	21	32	34
Not very good	10	11	10	13	12
No answer	16	7	13	7	6

Table 15

Response Pattern to Self Perception Inventory in Per Cent,
by Type of Program, for Ability to Have Fun

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	73	85	72	76	84
Mildly like	12	6	15	14	9
Mildly dislike	2	2	2	3	2
Strongly dislike	3	1	3	2	1
No answer	10	6	8	5	4
Median Rating (1.00 = Strongly Like)	1.18	1.09	1.19	1.16	1.10
<u>Possibility of Improvement</u>					
May improve	71	86	73	71	69
Won't improve	15	8	16	22	25
No answer	14	6	12	7	6
<u>Comparison with Classmates</u>					
Very good	53	60	54	50	57
Better than most	16	13	18	24	21
Average	11	17	13	16	14
Not very good	5	4	4	3	3
No answer	15	6	12	8	6

Table 16

Response Pattern to Self Perception Inventory, in Per Cent, by
Type of Program, for Ability to Make Friends at School

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	64	60	65	63	63
Mildly like	19	22	21	27	26
Mildly dislike	4	7	4	4	4
Strongly dislike	3	5	3	2	3
No answer	10	6	7	4	4
Median Rating (1.00 = Strongly Like)	1.28	1.33	1.27	1.29	1.29
<u>Possibility of Improvement</u>					
May improve	73	77	73	76	76
Won't improve	13	16	16	17	18
No answer	14	7	10	8	5
<u>Comparison with Classmates</u>					
Very good	76	42	46	41	42
Better than most	21	25	20	23	22
Average	13	18	15	26	25
Not very good	6	6	7	5	5
No answer	14	10	12	6	6

Table 17

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for Ability to Read

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	53	56	50	55	55
Mildly like	26	28	31	28	31
Mildly dislike	5	4	6	6	5
Strongly dislike	5	6	4	5	3
No answer	11	6	9	6	6
Median Rating (1.00 = Strongly Like)	1.44	1.39	1.50	1.41	1.41
<u>Possibility of Improvement</u>					
May improve	71	79	74	82	81
Won't improve	14	15	14	9	13
No answer	15	7	12	9	7
<u>Comparison with Classmates</u>					
Very good	39	40	36	30	38
Better than most	22	24	24	24	25
Average	13	17	17	27	25
Not very good	10	10	9	10	6
No answer	16	8	14	9	7

Table 18

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for Ability to Do Arithmetic

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	50	49	49	44	48
Mildly like	27	25	26	27	32
Mildly dislike	6	7	8	13	9
Strongly dislike	7	13	9	10	6
No answer	10	6	8	6	5
Median Rating (1.00 = Strongly Like)	1.50	1.54	1.54	1.72	1.56
<u>Possibility of Improvement</u>					
May improve	70	74	75	79	83
Won't improve	16	20	14	15	12
No answer	14	6	12	6	5
<u>Comparison with Classmates</u>					
Very good	40	35	38	26	36
Better than most	20	23	19	27	21
Average	14	22	18	24	27
Not very good	12	13	13	17	10
No answer	14	7	13	6	6

Table 19

Response Pattern to Self Perception Inventory, in Per Cent, by
Type of Program, for "Ability to Do Things by Myself"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	60	67	62	61	63
Mildly like	23	17	23	28	29
Mildly dislike	4	4	5	3	3
Strongly dislike	2	5	2	2	1
No answer	10	7	8	6	4
Median Rating (1.00 = Strongly Like)	1.33	1.25	1.31	1.32	1.29
<u>Possibility of Improvement</u>					
May improve	72	78	74	77	79
Won't improve	15	15	14	14	16
No answer	14	7	12	9	6
<u>Comparison with Classmates</u>					
Very good	42	45	43	40	40
Better than most	22	24	23	27	25
Average	16	19	17	21	26
Not very good	6	4	6	5	4
No answer	15	8	12	8	6

Table 20

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for Recreational Activities

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	69	76	71	71	75
Mildly like	14	10	15	17	17
Mildly dislike	3	6	3	4	3
Strongly dislike	3	2	3	2	1
No answer	11	6	8	6	4
Median Rating (1.00 = Strongly Like)	1.22	1.16	1.20	1.20	1.17
<u>Possibility of Improvement</u>					
May improve	--	--	--	--	--
Won't improve	--	--	--	--	--
No answer	--	--	--	--	--
<u>Comparison with Classmates</u>					
Very good	50	54	48	49	51
Better than most	19	17	19	21	21
Average	12	17	15	18	19
Not very good	5	4	6	5	3
No answer	15	7	12	7	5

Table 21

Response Pattern to Self Perception Inventory, in Per Cent,
by Type of Program, for "My Neighborhood"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
<u>Self Appraisal</u>					
Strongly like	45	39	46	54	56
Mildly like	21	26	23	21	24
Mildly dislike	6	10	7	6	5
Strongly dislike	10	17	10	7	5
No answer	18	8	14	12	10
Median Rating (1.00 = Strongly Like)	1.74	1.92	1.67	1.43	1.39
<u>Possibility of Improvement</u>					
May improve	--	--	--	--	--
Won't improve	--	--	--	--	--
No answer	100	100	100	100	100
<u>Comparison with Classmates</u>					
Very good	33	29	37	39	37
Better than most	15	17	14	18	22
Average	13	24	15	18	22
Not very good	14	18	15	9	7
No answer	25	12	18	16	13

APPENDIX B

INSTRUMENTS

B1

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

January 22, 1968

Dear Colleague:

Under contract with the Board of Education, the Center for Urban Education is continuing the study of the E.S.E.A. Title I services to Children in Open Enrollment Receiving Schools program.

Dr. Nathan Brown has given authorization for this evaluation in General Circular No. 8, 1967-1968.

Your school has been selected as one of the schools to be included in this study. The research design includes the following activities:

- A. An evaluation of the extent to which facilities and staff have been provided to receiving schools.
- B. An evaluation of pupil achievement on standardized tests.
- C. An evaluation of verbal functioning which will involve testing and the collection of speech samples. This evaluation will be done at the elementary school level in both receiving and sending schools.
- D. An evaluation of student self-image and attitudes toward school and education. Elementary, junior high, and senior high school students in both receiving and sending schools will be studied, through interviews in elementary and junior high school and in writing in senior high school.
- E. An evaluation of parent response through questionnaires and interviews.

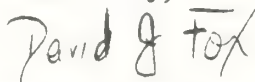
All of the above mentioned activities involve our knowing which children in your school are the children enrolled in the program. We would like to obtain a list for each class. So that we can send appropriate amounts of class lists to you, we would appreciate receiving a copy of your school organization by return mail. Please use one of the enclosed envelopes for this purpose.

As a first step in this evaluation, I am enclosing a questionnaire which I hope you will complete fully and return as soon as possible.

Within a short time our research coordinator, Mrs. Colleen Stewart, will be in contact with you concerning the collection of sample data. Our research personnel staff will work as quickly and efficiently as possible in order not to interfere with the operations of the school.

Any questions which you might have will receive quick attention from Mrs. Stewart who may be reached at 862-7002.

Yours truly,



David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services
Evaluation Chairman

DJF:jl
encl.

OPEN ENROLLMENT PROGRAM

Principal's Questionnaire Receiving School

One of the objectives of the Open Enrollment Program is the provision of additional personnel and services for the students from poverty areas who attend schools outside their designated areas. The following questions are designed to evaluate the extent to which these provisions have been implemented.

We appreciate your cooperation in completing this questionnaire. If you have any questions concerning items on this form, please feel free to call Mrs. Colleen Stewart at 862-7002.

School _____ Borough _____

Date _____ Principal's Name _____

Name and title of person completing this form _____

1. Date this school was designated OE _____

2. Enumeration of additional staff: (if none please use 0)

1. General teaching staff:

	Number Since Designation as OE		Number for School Year 1967-68	
	Full Time	Part Time	Full Time	Part Time
1. For population growth among resident children				
2. To compensate for increased register due to OE children				
3. To reduce class size in general				
4. Other reasons				
2. Corrective or remedial reading teachers				
3. Remedial mathematics teachers				
4. Enrichment teachers-Music				
5. Enrichment teachers- Health Education				
6. Teachers of English as a second language				
7. Guidance counselors and guidance teachers				
8. School aides and other paid para-professionals				

Enumeration of additional staff, continued:

	Number Since Designation as OE		Number for School Year 1967-68	
	Full Time	Part Time	Full Time	Part Time
9. Laboratory assistants				
10. Secretaries				
11. Other personnel added as a result of OE (Please specify)				

3. Average class size:

1. For school year before designation as OE (Please write
year being referred to) _____
2. For school year 1966-67 _____
3. For school year 1967-68 _____
4. What has happened to class size since school was designated
OE? (Please check the correct response for each level
applicable to your school.)

	Increased Greatly	Increased Slightly	Unchanged	Decreased Greatly	Decreased Slightly
<u>Elementary</u>					
1. Kg. -2					
2. Grades 3 -6					
<u>Junior High</u>					
3. Grade 6					
4. No grade 6 <input type="checkbox"/>					
5. Grades 7 - 8					

Class size continued:

	Increased Greatly	Increased Slightly	Unchanged	Decreased Greatly	Decreased Slightly
<u>Junior High</u>					
6. Grade 9					
7. No Grade 9 <input type="checkbox"/>					
<u>Senior High</u>					
8. Grade 9					
9. No grade 9 <input type="checkbox"/>					
10. Grades 10 - 12					

5. Number of children admitted under OE program:

	1966	1967-68	Total Number Out of District Pupils Admitted	Total Number Admitted Under Free Choice OE
<u>Elementary</u>				
1. Kg.-2				
2. Grades 2 -6				
<u>Junior High</u>				
3. Grade 6				
4. Grades 7 -8				
5. Grade 9				
<u>Senior High</u>				
6. Grade 9				
7. Grades 10 -12				

6. Please indicate the adequacy(in terms of amounts) of special materials and equipment provided for use in the OE program.(Circle the correct number)

1. More than adequate
2. Adequate
3. Less than adequate
4. Nonexistent

7. Please indicate the effectiveness of these special materials and equipment: (circle the correct number under each heading)

1. Availability:

1. Readily available and easy to procure
2. Available but extremely difficult to procure
3. Available some of the time but not always when needed
4. Never available when needed

2. Appropriateness:

1. Always appropriate for our needs
2. Sometimes inappropriate for our needs
3. Seldom appropriate for our needs
4. Never appropriate for our needs

3. Quality:

1. Very superior
2. Superior
3. Average
4. Inferior
5. Very inferior

4. Frequency of use:

1. Used constantly
2. Used periodically
3. Seldom used
4. Never used

8. What materials, special classes or programs devoted to Negro history, Puerto Rican culture, race relations, etc. have been provided or instituted since the school was designated OE? (Please specify. If none, write none.)

Item Description	Check if Particularly Valuable
---------------------	--------------------------------------

A. Materials

B. Programs

C. Classes

D. Other

B8

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

January 31, 1968

Dear Colleague:

Under contract with the Board of Education, the Center for Urban Education is continuing the study of the E.S.E.A. Title I Services to Children in Open Enrollment Receiving Schools program.

Dr. Nathan Brown has given authorization for this evaluation in General Circular No. 8, 1967-1968.

Your school as one of the sending schools has been selected to be included in this study. The research design includes the following activities:

- A. An evaluation of pupil achievement on standardized tests.
- B. An evaluation of verbal functioning which will involve testing and the collection of speech samples. This evaluation will be done at the elementary school level in both receiving and sending schools.
- C. An evaluation of student self-image and attitudes toward school and education. Elementary, junior high, and senior high school students in both receiving and sending schools will be studied, through interviews in elementary and junior high school and in writing in senior high school.
- D. An evaluation of parent response through questionnaires and interviews.

We would like to obtain a list for each class in your school. So that we can send appropriate amounts of class lists to you, we would appreciate receiving a copy of your school organization by return mail. Please use the enclosed envelope for this purpose.

Within a short time our research coordinator, Mrs. Colleen Stewart will be in contact with you concerning the collection of sample data. Our research personnel staff will work as quickly as possible in order not to interfere with the operations of the school.

Any questions which you might have will receive quick attention from Mrs. Stewart who may be reached at 862-7002.

Yours truly,

David J. Fox
David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services

Evaluation Chairman

PRINCIPAL'S QUESTIONNAIRE #2

School _____ Borough _____

Date _____ Principal's Name _____

Name and Title of person completing this form _____

1. Date this school was designated an open enrollment school _____

2. Enumeration of additional staff:

Type	Number for 1967-68
A. Corrective or remedial reading teachers	_____
B. Music enrichment teachers	_____
C. Health enrichment teachers	_____
D. Teachers to reduce class size	_____
E. Teachers of English as a second language	_____
F. Open enrollment coordinators	_____
G. Special and career guidance	_____
H. Guidance counselors	_____
I. Counseling teachers	_____
J. Laboratory assistants	_____
K. Secretaries	_____
L. School aides (please indicate hours per term)	_____

3. Additional Supplies:

Please describe the amount and type of additional supplies you have received for 1967-68 as a result of your designation as an open enrollment school.

4. Please indicate the number of open enrollment students now enrolled in your school for each grade:

Grade	No. Enrolled	Grade	No. Enrolled
K		7.	
1.		8	
2.		9.	
3		10.	
4.		11	
5.		12	
6.			

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

March 14, 1968

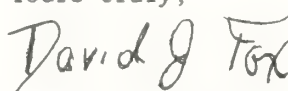
Dear Parents Association President:

The Center for Urban Education is now evaluating the Open Enrollment Program for the New York City Board of Education. As you may know, this program is designed to promote quality integrated education in the schools. Pupils residing in economically disadvantaged areas where there are heavy concentrations of minority groups are given the opportunity to transfer to schools with unused space and a more varied ethnic distribution.

As part of the evaluation process we wish to talk to children and parents to determine their reaction to this project. We should like to have interested neighborhood parents and residents to help gather this information. This would mean interviewing parents and children and completing a questionnaire which we shall provide.

At your next meeting would you please announce that we are seeking parents and other interested residents to interview parents within the neighborhood and to interview children outside of their neighborhood. When gathering information from parents the interviewers would be able to schedule their own working hours and days. Interviews with children would have to take place during school time and at the convenience of school personnel. For this service the pay is \$4.00 per hour. About 25 hours of interviewing may be anticipated. If you have additional questions, please call Mrs. C. Stewart at 862-7002. Enclosed are postcards which interested persons should complete and return directly to this office.

Yours truly,



David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services

DJF:sp
Enc.

B12

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

May 2, 1968

Dear

Thank you for your response indicating willingness to assist in gathering information for the Center for Urban Education studies. We will be starting in mid-May, and a meeting has been planned to acquaint you with your duties. The meeting will be held Wednesday, May 15, at 9:30 a.m. at City College in the Finley Student Union Ballroom (map enclosed). This meeting is very important and, unfortunately, if you cannot attend we shall not be able to use your services. Please indicate on the enclosed card whether you can attend and return at once.

May we also advise you that persons employed in any capacity by the New York City Board of Education are not eligible to participate in these evaluation studies. This is in accordance with the Center for Urban Education policy on all projects.

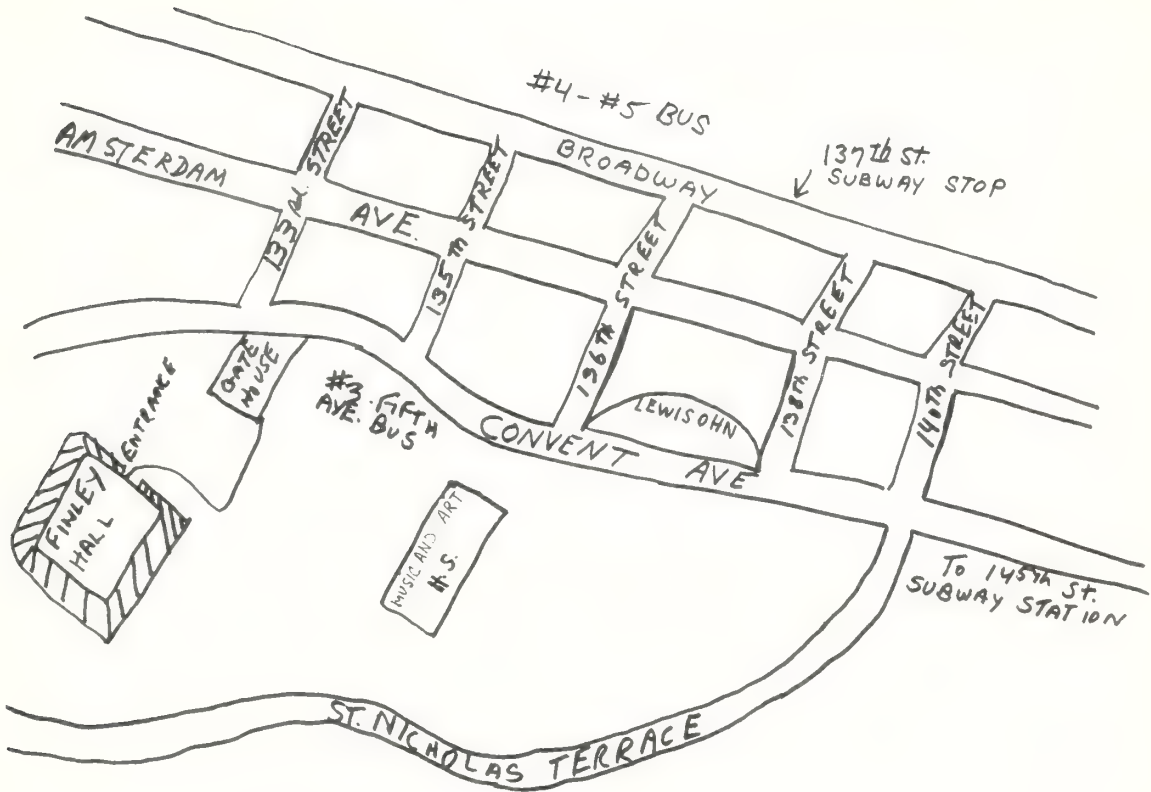
We look forward to meeting you on the 15th and to working together in the weeks ahead.

Yours truly,

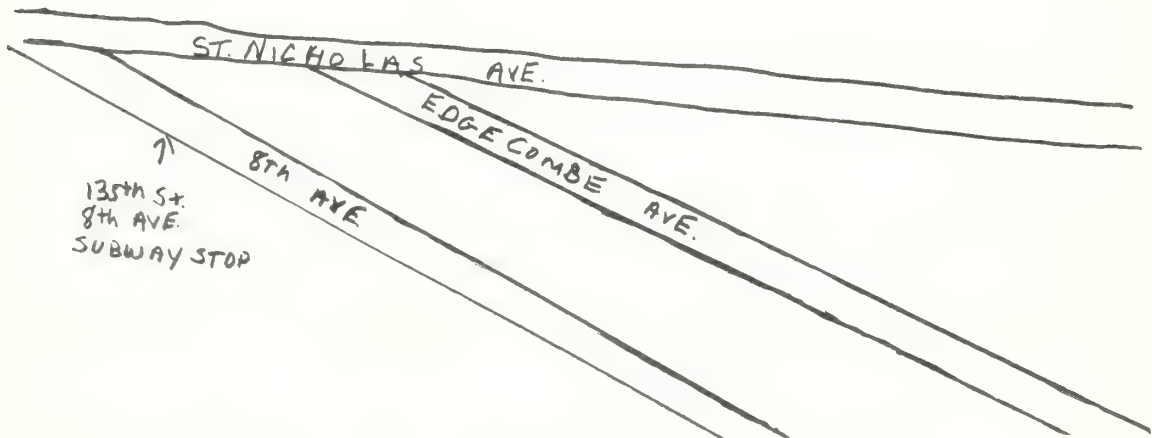
David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services

DJF:sp
Enc. 2

MAP TO CITY COLLEGE and FINLEY HALL



PARK - HIGH HILL



CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

and

More Effective Schools
Program

May 3, 1968

Dear Parents Association President:

The Center for Urban Education is now evaluating the More Effective Schools and the Open Enrollment programs of the New York City Board of Education. Your school has been selected to be included in one of their studies. The purpose of the studies is to obtain a more complete image of the elementary education being offered to children from economically disadvantaged neighborhoods.

As part of the evaluation process we plan to interview parents, and we believe this phase of the study can best be carried out by parents. We ask, therefore, that you help by making interested parents aware of the contents of this letter.

We will need the parents from your school. It would be most helpful if they were bilingual. The job involves interviewing and administering questionnaires to parents. Each employee would be paid at a rate of \$4.00 per hour. The one limitation is that anyone who is presently employed by the New York City Board of Education unfortunately is legally prevented from participating in this study as a paid employee.

We intend to start interviewing parents by mid-May. An orientation meeting for those parents who will conduct the interviews is scheduled for Wednesday, May 15, 1968 at 9:30 a.m. at the City College Finley Student Center Ballroom (see enclosed map). If you find two people who are interested please see to it that they attend this very important meeting.

Enclosed are postcards for applicants to complete and return directly to this office. Should questions arise which are not answered by this letter, please call Mrs. Colleen Stewart or Fr. Fred Hill at 286-2396, Wednesday - Friday.

Yours truly,

Frederick Hill, Jr., Research Associate
More Effective Schools

Colleen Stewart, Research Coordinator
Open Enrollment Program

FH:sp
Encs.

INSTRUCTIONS FOR INTERVIEWERS

1. Introduction: Introduce yourself, by name, and explain that you are a representative of the Center for Urban Education, which is evaluating the More Effective Schools-Open Enrollment Program. If any uncertainty exists, explain that this evaluation is required by law. You are free to say that you are a parent, with children in one of the schools in the project, and if asked, should say that you were hired through the Parents Association of your school.
2. Tone: Throughout the interview, attempt to keep yourself out of the picture. This means that you read the questions as simply as you can without suggesting any answer and that you avoid any expressions or gestures which suggest that you do or do not like any answer.
3. The Questions: Ask each question exactly as it is stated on the form. If a person doesn't understand the question, repeat it. If he still does not understand, then try to re-state it in your own words, without suggesting the answer. If he still does not understand, then go on to the next question. Ask every question, in the order in which they appear on the form.
4. Recording the Answer: Record the answer while the person is speaking. It is a good idea to tell the person that you will be writing down his answer, so he knows what you are doing when you begin to write. Try to write it down exactly as he says it, without worrying about language or grammar. If the person being interviewed is speaking Spanish, write the answer in Spanish and translate it later, unless you feel that you can translate it while he is speaking. Remember, the purpose is to get onto paper what the person said in the most accurate and complete way possible. If you interview as a team, one may question and one write. If there are choices printed on your interview guide, then you simply circle the choice the person makes. You may read the choices to them or you may show them the choices and let them select, whichever is easier for you, and for them.
5. The Second Form: After completing the interview questions, tell the person being interviewed that there is a second form on which we would like his opinions about other issues. Tell him that you would like to leave this form with him, in an envelope which is stamped and ready to mail back to the study. Point out that he does not have to sign his name on this other form, unless he wishes a copy of the results. If he offers to fill out the forms right away if you wait, please WAIT and seal the form in his presence, without looking at it and take it with you. Return it with your interview materials.
6. Conclusion: Thank the person for permitting you to interview them, and ask if there is anything they think about the program which they have not had the opportunity to say. If there is, record it with the same care you have recorded everything else.
Tell the parent that the report of the study will be published about November 15, 1968 and that copies will be available for reading in the library of the Center for Urban Education at 105 Madison Avenue, New York City.

Instructions for Self-Image Survey

1. Arrive at school on time, and report to General Office to check in with the school. If you already have your schedule, go to your first class. If not, ask the school clerk who is in charge of your schedule and find that person to obtain the schedule.
2. When you enter each class, introduce yourself to the teacher and to the children as a person from the Center for Urban Education who is doing a study of what children think about themselves. Tell the children they will need a pencil or pen to fill out the form you will give out, and give them a minute or two to sharpen their pencils.
3. When you are ready to begin, make certain everyone is comfortable and then distribute the forms. If the teacher volunteers, she may help. If she does not volunteer do not ask her to help. She is expected to remain in the room, and should she start to leave, simply tell her that you understood she would remain in the room during the survey. If she refuses to stay, you seek out the Assistant Principal. Do not get yourself in a position where you are in the room alone with the class.
4. Administer the survey in accordance with the special instructions. Then thank the children and the teacher and move on to the next class.

Extra Notes on Interviews of Children

1. Do not ever remain in a room alone with a child, always interview with your team-mate. If one of you is delayed while going to a class for children, then the other should wait outside of the interviewing room until you are both ready to begin.
2. If a child is absent, make this entry on the form reserved for him.
3. If a child does not wish to be interviewed, or does not wish to answer any one question, do not make an issue of this but simply record this on the form.
4. Do not interview any child who is not on your list.

INSTRUCTIONS FOR ADMINISTERING SELF-IMAGE
INVENTORY

1. Enter room and introduce yourself to the teacher and the children. Give the class a few minutes, if needed, to complete what they are doing. Make certain each child has something with which to write, and if they need a minute or two to sharpen pencils suggest that they do this at the beginning.

2. Say: "We are trying to find out how children in New York City schools feel about themselves. In a minute I'm going to give you a booklet with questions so you can tell us how you feel about yourself. Hundreds of children in other schools are filling this out, too. We do not want you to put your name anywhere on this paper."

For elementary school children say: "If you come to school by bus put an O in the upper right hand corner."

For junior high school children say: "If you went to school by bus when you were in elementary school put an O in the upper right hand corner."

Then: "No one here at school will ever see what you write. I shall take these papers away from this school with me, today, when I leave. Now, let's read the directions together." (Read directions exactly as written on page 1.) "Any questions? Remember to answer exactly how you feel about yourself."

3. Make certain all understand and all questions have been answered, except if you have questions about the "three groups" in which case say, "You'll understand that better when you look inside."

4. Now say: "Let's all turn the page and see how you answer. Now you see item 1 says "MY SIZE." Now think how satisfied you are with your size. Item 1 says "MY SIZE" and next to it, in group 1, are the numbers 1, 2, 3, and 4. Now if you strongly like your size, circle the number 1; if you mildly like your size, circle the number 2; if you mildly DISlike your size, circle the number 3; and if you strongly dislike your size, circle the number 4. Go ahead, now you circle the number which tells us whether you like or dislike your size. Remember: 1 means you strongly like, it, 2 means you mildly like it, 3 means you mildly dislike it, and 4 means you strongly dislike it.

Now look at group 2. Here you see the numbers 20 and 30. Group 2 asks if you think you'll make any improvement. If you think you will make some improvement in your size, circle the number 20. If you do not think you will make any improvement circle the number 30. Go ahead.

Now look at group 3. Here you see the numbers 5, 6, 7, and 8. In group 3 we ask you to tell us how you think you compare to your classmates. If you think you're very good, you circle the number 5; if you think you're better than a good many, you circle the number 6; and if you think you're average, circle the number 7. Finally, if you don't think you're very good compared to your classmates, circle the number 8. Remember: 5 means very good, 6 means better than most, 7 means average, and 8 means not very good. Go ahead and circle the answer that tells us how you think your size compares to your classmates.

"Now look at item 2 -- your looks. Again, in group 1 indicate how you feel about your looks. Remember, the number 1 means you strongly like your looks, 2 means you mildly like your looks, 3 means you mildly dislike your looks, and 4 means you strongly dislike your looks. Go ahead, circle a number from 1 to 4.

Now go on to group 2 and circle the 20 if you think your looks will improve, or the 30 if you don't think they will improve.

Now go on to group 3, and tell us how you think your looks compare to the looks of your classmates. Remember, the number 5 means you think you look very good, number 6 means you think you look better than a good many, number 7 means you think you look average, and number 8 means you don't think you look very good compared to your classmates. Go ahead. Now you work on by yourself. If you have any questions, raise your hand and I shall come to your desk. Please do not call out."

ADDITIONAL INSTRUCTIONS FOR ADMINISTERING
SELF-IMAGE INVENTORY

5. Instructions for page 3: Say: "We are trying to find out three things -- the work you would like to do, the work you think your parents want you to do, and the work you think you will actually be doing when you finish your education.

First: Let's look at the list (read the list aloud) to find out which type of work you would most like to do. If it is not listed write it in the first blank space at the bottom of the list in the second column. After you have found the work you would most like to do put a circle around the 1.

Second: Let's look at the list to find out the type of work you think your parents want you to do. If it is not listed write it in the second blank space. After you have decided the work you think your parents want you to do put a circle around the number 2.

Third: Let's look at the list (read list aloud) to find out the type of work you think you will actually do when you finish your education. If it is not listed write it in the third blank space. After you have decided put a circle around the number 3."

DO NOT DO PAGES 4 AND 5 IN THE ELEMENTARY GRADES.

In junior high school read the statement at the top of page 4 aloud -- then allow the children to proceed. Help them if they need help.

CENTER FOR URBAN EDUCATION

Open Enrollment Student Self-Image Inventory

The questions on the attached sheets are asked to find out what you think about yourself and to help you learn about yourself. You are to look at yourself and decide what your strong points and weak points are. Think carefully before answering and check the statements which best describe your thoughts and feelings.

Your responses will be valuable in helping your teachers and others to plan the kinds of experiences which will help you most.

The first questions are divided into three groups.

Group I: Check the feeling which best describes how you feel.

Group II: Check whether you think you will make some improvement, or whether you probably won't.

Group III: Check how you feel you compare to other pupils in your class.

OPEN ENROLLMENT EVALUATION - 1968 - STUDENT SELF-IMAGE INVENTORY

Group 1

	MY PRESENT CHARACTERISTICS AND HOW I FEEL ABOUT THEM				PLANS FOR IMPROVEMENT		COMPARED TO MY CLASSMATES HOW DO I RATE MYSELF?			
	Strongly like	Mildly like	Mildly Dislike	Strongly Dislike	I think I may make improvement	I probably won't make any improvement	Very good	Better than a good many	Average	Not very good
1. My size	1	2	3	4	20	30	5	6	7	8
2. My looks	1	2	3	4	20	30	5	6	7	8
3. My ability in things that require physical skill	1	2	3	4	20	30	5	6	7	8
4. My personal neatness and cleanliness	1	2	3	4	20	30	5	6	7	8
5. The way I dress	1	2	3	4	20	30	5	6	7	8
6. My ability to get along with adults	1	2	3	4	20	30	5	6	7	8
7. My ability to help others	1	2	3	4	20	30	5	6	7	8
8. My ability to get along with other children	1	2	3	4	20	30	5	6	7	8
9. My manners	1	2	3	4	20	30	5	6	7	8
10. My grades	1	2	3	4	20	30	5	6	7	8

- 2 -

Group 1				Group 2				Group 3			
MY PRESENT CHARACTERISTICS AND HOW I FEEL ABOUT THEM				PLANS FOR IMPROVEMENT				COMPARED TO MY CLASSMATES HOW DO I RATE MYSELF?			
Strongly like	Mildly like	Mildly Dis-like	Strongly Dis-like	I think I may make improvement	I probably won't make any improvement	Very good	Better than a good many	Average	Not very good		
1	2	3	4	20	30	5	6	7	8		
11. My school											
1	2	3	4	20	30	5	6	7	8		
12. My ability to get along well with my teachers											
1	2	3	4	20	30	5	6	7	8		
13. My participation in school activities											
1	2	3	4	20	30	5	6	7	8		
14. My ability to study											
1	2	3	4	20	30	5	6	7	8		
15. My ability to have fun											
1	2	3	4	20	30	5	6	7	8		
16. My ability to make friends in school											
1	2	3	4	20	30	5	6	7	8		
17. My ability to read											
1	2	3	4	20	30	5	6	7	8		
18. My ability to do arithmetic											
1	2	3	4	20	30	5	6	7	8		
19. My ability to do things by myself											
1	2	3	4	20	30	5	6	7	8		
20. My recreational activities (vacations, picnics, parties, etc.)											
1	2	3	4	20	30	5	6	7	8		
21. My neighborhood											
1	2	3	4	XXXXXX	XXXXXX	5	6	7	8		

- 3 -

Below are listed some areas of work which you might well be engaged in after you finish your education. If there is an area not listed which you would like to add please do so. Check the columns to show THE WORK YOU WOULD LIKE TO DO, THE WORK YOU THINK YOUR PARENTS WANT YOU TO DO, and THE WORK YOU THINK YOU WILL ACTUALLY BE DOING when you finish your education. (Check one in each column.)

	Work I Would Like To Do	Work My Parents Want Me To Do	Work I Think I Will Actually Do
Clerical or Sales Work	1	2	3
Law	1	2	3
Politics	1	2	3
Skilled Trades	1	2	3
Sports	1	2	3
City Transit Work	1	2	3
Teaching	1	2	3
Nursing	1	2	3
Service Work	1	2	3
Civil Service	1	2	3
Medicine	1	2	3
Mathematics	1	2	3
Chemistry	1	2	3
Physics	1	2	3
Biology	1	2	3
Art	1	2	3
Music	1	2	3
Own Business	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3

- 4 -

On the following pages are some statements which are frequently made about schools, education, and people. Please check the appropriate column to indicate whether you agree or disagree with each statement or have no opinion.

	I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
1. More Negro teachers should be hired to work in schools where most pupils are Negro.					
2. The N. Y. Board of Education is sincere about wanting to integrate schools.					
3. It is more important to improve neighborhood schools than to try to achieve full integration.					
4. Any child who works hard and gets good grades can get someplace in this world.					
5. Teachers spend too much time disciplining pupils and not enough time teaching.					
6. Teachers here seem to feel that pupils just aren't smart enough to learn anything.					
7. All pupils get a better education in racially mixed schools.					
8. Academic standards are higher in schools where most of the pupils are white.					
9. White students get a better education in racially mixed schools.					
10. Most teachers don't like teaching in schools located in areas like Harlem.					

- 5 -

	I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
11. Pupils who go to schools outside their neighborhood don't have enough time to be with their neighborhood friends.					
12. Black students get a better education in racially mixed schools.					
13. White teachers don't like teaching in schools located in areas like Harlem.					
14. Even if a black child works hard and gets good grades, getting a good job will still be difficult.					
15. Black teachers don't like teaching in schools located in areas like Harlem.					
16. Pupils who stay in their own neighborhood seem to get along better and learn more than those who attend schools outside their neighborhood.					

CENTER for URBAN EDUCATION

OPEN ENROLLMENT

ELEMENTARY AND JUNIOR HIGH

CHILDREN'S INFORMAL INTERVIEW

1. INTRODUCTION:

We are studying some things about this school and other schools.
We would like to know some things about your feelings and opinions.

2. Do you know about the Open Enrollment program? _____

Explanation of Open Enrollment: The Open Enrollment Program is conducted by the New York City Board of Education; children from schools with a large number of Negro and Puerto Rican children, are allowed to transfer to schools where most of the children are white.

3. What school did you attend before you entered this one? _____

4. What grade were you in when you entered the Open Enrollment program? _____

5. Explain why you think you entered the Open Enrollment program? _____

6. Did you and your parents discuss whether or not you should transfer to another school? _____

7. Do you think this Open Enrollment experience has had any effect on:

your academic achievement? Yes No

your ambitions? Yes No

your feelings about yourself? Yes No

If yes, what effect? Explain _____

8. As you look back how did you feel about your classmates when you first entered the Open Enrollment program? _____

Have your feelings changed since then? _____

9. How did you feel about your teachers when you first entered the Open Enrollment Program? _____

Have your feelings changed? _____

10. How do you think your classmates felt about you when you first entered the program? _____

Do you think their feelings have changed? _____

11. How do you think your teachers felt about you when you first entered the program? _____

Do you think their feelings have changed? _____

12. Do you think the Open Enrollment program should be continued?

If you think this program is good when do you think it should begin? Elementary or secondary school? _____

13. How did you feel about racial integration and racial segregation when you first entered the Open Enrollment program? _____

Have your feelings changed? _____

CENTER FOR URBAN EDUCATION

Evaluation of Free-Choice Open Enrollment Program

May 28, 1968

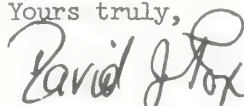
Dear Parent:

We are the research staff who have been assigned the responsibility of evaluating the effectiveness of the educational program in the school your child attends. As you may know, part of this program is financed through money provided to New York City by the federal government in Washington, and the law which provides that money also insists that the program be evaluated each year.

In New York City, the Board of Education has asked outside agencies to evaluate the programs in the public schools, and we at the Center for Urban Education have been given the responsibility for evaluating the Free-Choice Open Enrollment, or school bussing program in your child's school. The Center for Urban Education is a research laboratory set-up in New York by the United States Office of Education, to do research and evaluation in this area.

We would like to provide you with the chance to tell us what you think about the program we are studying and about what changes have taken place in this school since the program began. Therefore, we have hired a group of parents who will visit schools and talk to other parents. Our team of parents will be in your child's school on the day listed below, and if you would like to tell us your opinions of the program you are free to drop in any time during the day. No appointment is necessary, and no names will be recorded or used. In fact, if you prefer to express your opinions on paper rather than by talking to our team, they will have forms prepared for you to write down what you think. You can complete the forms in school or mail them to us. You are free to say as much or as little as you like and of course, can express any feeling or point of view you wish. We simply would like to talk to as many parents as possible, and hear as many opinions as possible. We hope you will take this opportunity to let us know your thoughts about the program and your child's education.

Yours truly,



David J. Fox
Project Coordinator

DJF:jl

Date in June When Team Will be in Your Child's School

10	11	12	13	14	17	18	19	20	21	24	25	26
<u>Time:</u>	<u>From:</u>	8:30	9:00	9:30	11:30	12:00	12:30					
	<u>To:</u>	11:30	12:00	2:30	3:00	3:30	5:00					

Centro de Educacion Urbana

Evaluacion del Programa de Matriculacion Libre

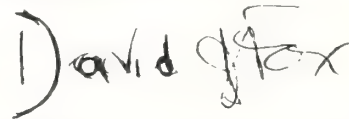
Estimado Padre:

Nosotros pertenecemos a la comision de averiguacion que fue designada para la evaluacion de la efectividad del programa educacional en la escuela que su hijo atiende. Como Ud. debe saber, parte de este programa esta financiado con fondos federales asignados a la ciudad de Nueva York, y la ley por la cual el dinero es obtenido tambien insiste en que el programa sea evaluado todos los anos.

En Nueva York, el Departamento de Educacion ha pedido a agencias privadas la evaluacion del programa de las escuelas publicas, y a nosotros, El Centro de Educacion Urbana, se le ha conferido la responsabilidad en la evaluacion del programa de Matriculacion Libre. El Centro de Educacion Urbana es una comision preparada en Nueva York por intermedio de la oficina de Educacion de los Estados Unidos, con el objetivo de evaluacion en la zona.

Nosotros deseamos ofrecerle la oportunidad de que nos puedan decir lo que Uds. piensan acerca del programa que estamos estudiando y que cambios ha habido en la escuela desde que comenzo el programa. Con ese fin hemos empleado un grupo de padres los cuales visitaran las escuelas para conversar con los demas padres. El grupo de padres visitara la escuela que su hijo atiende en los dias anotados abajo, y si Ud. tiene interes en comunicarnos sus opiniones respecto al programa, por favor sientese libre de llegar a la escuela a cualquier hora. No es necesario reservar hora de visita y ningun nombre sera usado. En el caso que Ud. quisiera expresar sus opiniones por escrito en lugar de conversar con el grupo ellos tendran unas planillas para ser llenadas con sus impresiones. Ud. puede llevar las planillas en la escuela o, si prefiere, mandarlas por correo. Por supuesto, Ud. puede expresar sus opiniones libremente y decir cuanto quiera en referencia a su punto de vista. A nosotros nos agrada hablar con cuantos padres sea posible y escuchar muchas opiniones. Esperamos que Ud. aproveche esta oportunidad para dejarnos saber sus ideas respecto al programa y a la educacion de su hijo.

Sinceramente suyo,



Coordinador del proyecto

Fecha en junio en la cual el grupo estara en la escuela de su hijo:

Hora

Desde

Hasta

THE CENTER FOR URBAN EDUCATION
Evaluation of Services to Children in
Open Enrollment Receiving Schools

May 29, 1968

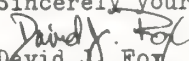
Dear Principal:

As you know, the evaluation of the above program is related to your school, insofar as your school has been a "sending" school.

The last weeks of the academic year find us with one aspect of our study in which we would like your participation. We would like to assess parental opinions concerning the open enrollment program as it has been conducted over the years. We have recruited a team of parents through the Parents Associations to conduct the interviews. This, by the way, is the first instance in which parents have participated in any of the Title I evaluations as part of the regular data-collection process and we think it is an important development.

We are asking you for a room within the school where our interviewers can sit to conduct these interviews. In addition we need your cooperation in distributing letters, to be taken home by the students, explaining the purpose of the parent interview. Will you please return the enclosed card to let us know what day after June 7th is most convenient for you. If you prefer, you may call 286-2396 and make arrangements with Mrs. Stewart, our research coordinator.

Thank you for your cooperation.

Sincerely yours,

David J. Fox
Evaluation Director

DJF:sp
Encl.

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

May 16, 1968

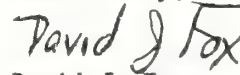
Dear Parent:

The Center for Urban Education is now evaluating the Open Enrollment Program for the New York City Board of Education. As you may know, this program is designed to promote quality integrated education in the schools. Pupils residing in economically disadvantaged areas where there are heavy concentrations of minority groups are given the opportunity to transfer to schools with unused space and a more varied ethnic distribution.

As part of the evaluation we should like the reactions of parents to this program, and so a member of our staff would like to call on you within the next few days to ask for your anonymous opinions. Although neither time nor money will permit us to interview every parent, we will contact as many as possible. Please return the enclosed post card to let us know if you are willing to be interviewed.

We should like to thank you in advance for your cooperation and assistance.

Yours truly,



David J. Fox
Evaluation Chairman

DJF:sp
Encl.

FOR RESIDENT PARENTS

PARENT'S QUESTIONNAIRE

1. Please check the correct box indicating your highest educational level:

- ☐ Less than high school
☐ High school graduate
☐ Some school or college after high school

2. How many activities have you attended at your child's school within the last year? Please circle the correct answer.

- A. 0 activities C. 3 or 4 activities
B. 1 or 2 activities D. 5 or more activities

3. Have you met your child's teacher or teachers? (Please circle)

Yes No

4. Have you met your child's principal? (Please circle) Yes No

5. Please circle the reasons why you have visited your child's school within the last year:

- A. Voluntarily visited to find out about child's good behavior
B. Voluntarily visited to find out about child's bad behavior
C. Called in about child's good behavior
D. Called in about child's bad behavior
E. Voluntarily visited to find out about child's school work
F. Called in about child's school work
G. Social functions
H. Graduation ceremony
I. Child's attendance
J. Other reasons (Please explain)

6. Do you know about the Open Enrollment Program conducted by the New York City Board of Education whereby a child, from a school with a large number of Negro and Puerto Rican children, is allowed to transfer to a predominantly white school with unused space? (Please circle)

A. Yes, I know about the program

B. No, I do not know about the program

If your answer is No you do not need to complete pages 2 and 3 of this questionnaire. PLEASE TURN DIRECTLY TO PAGE 4.

If your answer is Yes please finish the entire questionnaire.

7. Please circle the statement which applies to you:

- A. My child attends a neighborhood school and there is no bussing of children in or out.
- B. My child attends a neighborhood school which busses some children out to schools in other neighborhoods.
- C. My child is bussed to a school outside our neighborhood.

8. Have you discussed the Open Enrollment Program with anyone? (Please circle)

Yes No

If Yes please circle all the persons with whom you talked and indicate by a check whether they were in favor or not in favor of the Open Enrollment Program.

	In Favor	Not in Favor
A. Husband or wife		
B. Child		
C. Neighbor		
D. Minister		
E. Teacher		
F. Principal		
G. Social Worker		
H. Other relative Relationship: _____		
I. Parents of child in Open Enrollment Program		
J. A child bussed in for Open Enrollment Program		
K. Community leader		

9. Please circle the statement with which you agree:

A. The Open Enrollment Program should be abolished.

B. The Open Enrollment Program should be continued.

Why? _____

10. Please put a circle around all statements with which you agree:

I would send my child out of the neighborhood to school:

A. If I thought my child would achieve more.

B. If I did not like the quality of teaching in the school that my child was attending.

C. If I wanted my child to go to a school in a better neighborhood.

D. If I felt that the behavior problems in the school he was attending were too numerous.

E. If I wanted my child to meet children with a variety of racial backgrounds.

How do you feel the following aspects of your child's education have changed since his school became an Open Enrollment School?

	Better	Same	Worse
Child's interest in school			
Teachers' attitudes toward your child			
Relationships with other children			
Reading ability			
Ability in mathematics			

We wish to thank you for volunteering to take advantage of this opportunity to express your opinions. We are happy that parents can be included in this evaluation because we believe parents have a special contribution to make. At the completion of this study the results will be made available in a special report. If you would like to receive a summary of the special report, please fill out the form below.

NAME _____

ADDRESS _____

Below is a list of statements which are frequently made about schools, education, and people. Please check the appropriate column to indicate whether you agree or disagree with each statement or have no opinion.

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
1. A school boycott is an excellent way to get results from the Board of Education.					
2. Schools where most children are Negro should have mostly Negro teachers.					
3. Children should go to school in their own neighborhood and should not be bussed out for any reason.					
4. I would send my child out of the neighborhood to school if I thought he would get a better education.					
5. If I had the money I would send my child to a private school.					
6. If my child were forever getting into trouble with the teachers I would send him out of the neighborhood to school.					
7. I am tired of hearing about integration and segregation in the public schools.					
8. The N.Y.C. Board of Education is sincere about wanting to integrate the schools.					
9. If my child were forever getting into trouble with other children I would send him out of the neighborhood to school.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
10. Children attending public schools today are not doing well in reading.					
11. Black and Puerto Rican children learn better when the schools are racially mixed.					
12. We should be more concerned with improving the neighborhood schools than with trying to achieve full integration.					
13. Any child who works hard and gets good grades can get someplace in this world.					
14. My children are getting a good education.					
15. White children learn better when the schools are racially mixed.					
16. My child is very conscientious about his schoolwork and wants to do well in school.					
17. The teachers in my child's school spend too much time on discipline and not enough time on teaching.					
18. There is too much trouble on the busses which take children to and from school.					
19. The teachers in my child's school seem to feel that the children just aren't smart enough to learn anything.					
20. The schools in areas like Harlem are terrible.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
21. Parents want the best education for their children.					
22. Academic standards are higher in schools where most students are white.					
23. Teachers don't like teaching in areas like Harlem.					
24. Children who go to schools outside their neighborhood do not have enough time to enjoy their neighborhood friends.					
25. Ghetto area schools have very poor discipline.					
26. The material they teach in ghetto area schools is dull and boring.					
27. Hard work in school and good grades will help a black or Puerto Rican child, but getting a good job will still be difficult.					
28. Parents can bring about substantial changes in schools.					
29. I feel that if I sincerely want to get something accomplished and put my mind and energies to it I can get it accomplished.					
30. Parents in ghetto areas do not teach their children to behave.					
31. The Open Enrollment Schools are too far from home.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
32. The children who stay in their own neighborhood school seem to get along better with other children than the children who are bussed to Open Enrollment Schools.					
33. Children have too much difficulty making friends at schools outside their neighborhood.					
34. The schools selected as Open Enrollment Schools are better than the schools in areas like Harlem.					
35. The children who stay in their own neighborhood schools seem to learn more than the children who are bussed to Open Enrollment Schools.					

What subjects and areas do you feel quality education should include? Please put a 1 next to your first choice, a 2 next to your second choice, etc.

A. Arithmetic

H. Music

B. Writing

I. Cultural Heritage

C. Reading

J. Negro History

D. American History

K. African Languages

E. Social Studies

L. French

F. Geography

M. Spanish

G. Art

N. German

Below are listed some areas of work which your child might well be engaged in after he finishes his education. If there is an area not listed which you would like to add please do so. Please check the columns to show THE WORK YOU WOULD LIKE YOUR CHILD TO DO, THE WORK YOU THINK YOUR CHILD WOULD LIKE TO DO, and THE WORK YOU THINK YOUR CHILD WILL ACTUALLY BE DOING when he finishes his education. (Check one in each column.)

	Work I Would Like My Child To Do	Work My Child Wants To Do	Work I Think My Child Will Actually Do
Clerical or Sales Work			
Law			
Politics			
Skilled Trades			
Sports			
City Transit Work			
Teaching			
Nursing			
Service Work			
Civil Service			
Medicine			
Mathematics			
Chemistry			
Physics			
Biology			
Art			
Music			
Own Business			

FOR PARENTS WHO DID NOT SEND CHILDREN TO O.E. SCHOOL

PARENT'S QUESTIONNAIRE

1. Please check the correct box indicating your highest educational level:

- ☐ Less than high school
☐ High school graduate
☐ Some school or college after high school

2. How many activities have you attended at your child's school within the last year? Please circle the correct answer.

- A. 0 activities C. 3 or 4 activities
B. 1 or 2 activities D. 5 or more activities

3. Have you met your child's teacher or teachers? (Please circle)

Yes No

4. Have you met your child's principal? (Please circle) Yes No

5. Please circle the reasons why you have visited your child's school within the last year:

- A. Voluntarily visited to find out about child's good behavior
B. Voluntarily visited to find out about child's bad behavior
C. Called in about child's good behavior
D. Called in about child's bad behavior
E. Voluntarily visited to find out about child's school work
F. Called in about child's school work
G. Social functions
H. Graduation ceremony
I. Child's attendance
J. Other reasons (Please explain)

6. Do you know about the Open Enrollment Program conducted by the New York City Board of Education whereby a child, from a school with a large number of Negro and Puerto Rican children, is allowed to transfer to a predominantly white school with unused space? (Please circle)

- A. Yes, I know about the program
B. No, I do not know about the program

If your answer is No you do not need to complete pages 2 and 3 of this questionnaire. PLEASE TURN DIRECTLY TO PAGE 4.

If you answer is Yes please finish the entire questionnaire.

7. Please circle the statement which applies to you:
- A. My child attends a neighborhood school and there is no bussing of children in or out.
- B. My child attends his neighborhood school and other children are bussed in.
- C. My child attends a neighborhood school which busses some children out to schools in other neighborhoods.
- D. My child is bussed to a school outside our neighborhood.
8. Have you discussed the Open Enrollment Program with anyone? (Please circle) Yes No

If Yes please circle all the persons with whom you talked and indicate by a check whether they encouraged or discouraged your entering your child in the Open Enrollment Program.

	<u>Encouraged</u>	<u>Discouraged</u>
A. Husband or wife		
B. My child		
C. Neighbor		
D. Minister		
E. Teacher		
F. Principal		
G. Social worker		
H. Other relative Relationship: _____		
I. Parents of child in Open Enrollment Program		
J. Community leader		

9. Please circle the statement with which you agree:

A. The Open Enrollment Program should be abolished.

B. The Open Enrollment Program should be continued.

Why? _____

10. Please put a circle around all statements with which you agree:

I did not send my child to an Open Enrollment School because:

A. I did not know about the program when it first began.

B. The Open Enrollment Schools are too far from home.

C. I am satisfied with the neighborhood school.

D. I wanted my child to stay with his friends.

E. I did not want my child to go to an integrated school at all.

F. I did not want my child to go to an integrated school where
he would be in the minority.

We wish to thank you for volunteering to take advantage of this opportunity to express your opinions. We are happy that parents can be included in this evaluation because we believe parents have a special contribution to make. At the completion of this study the results will be made available in a special report. If you would like to receive a summary of the special report, please fill out the form below.

NAME _____

ADDRESS _____

Below is a list of statements which are frequently made about schools, education, and people. Please check the appropriate column to indicate whether you agree or disagree with each statement or have no opinion.

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
1. A school boycott is an excellent way to get results from the Board of Education.					
2. Schools where most children are Negro should have mostly Negro teachers.					
3. Children should go to school in their own neighborhood and should not be bussed out for any reason.					
4. I would send my child out of the neighborhood to school if I thought he would get a better education.					
5. If I had the money I would send my child to a private school.					
6. If my child were forever getting into trouble with the teachers I would send him out of the neighborhood to school.					
7. I am tired of hearing about integration and segregation in the public schools.					
8. The N.Y.C. Board of Education is sincere about wanting to integrate the schools.					
9. If my child were forever getting into trouble with other children I would send him out of the neighborhood to school.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
10. Children attending public schools today are not doing well in reading.					
11. Black and Puerto Rican children learn better when the schools are racially mixed.					
12. We should be more concerned with improving the neighborhood schools than with trying to achieve full integration.					
13. Any child who works hard and gets good grades can get someplace in this world.					
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17. The teachers in my child's school spend too much time on discipline and not enough time on teaching.					
18. There is too much trouble on the busses which take children to and from school.					
19. The teachers in my child's school seem to feel that the children just aren't smart enough to learn anything.					
20. The schools in areas like Harlem are terrible.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
21. Parents want the best education for their children.					
22. Academic standards are higher in schools where most students are white.					
23. Teachers don't like teaching in areas like Harlem.					
24. Children who go to schools outside their neighborhood do not have enough time to enjoy their neighborhood friends.					
25. Ghetto area schools have very poor discipline.					
26. The material they teach in ghetto area schools is dull and boring.					
27. Hard work in school and good grades will help a black or Puerto Rican child, but getting a good job will still be difficult.					
28. Parents can bring about substantial changes in schools.					
29. I feel that if I sincerely want to get something accomplished and put my mind and energies to it I can get it accomplished.					
30. Parents in ghetto areas do not teach their children to behave.					
31. The Open Enrollment Schools are too far from home.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
32. The children who stay in their own neighborhood school seem to get along better with other children than the children who are bussed to Open Enrollment Schools.					
33. Children have too much difficulty making friends at schools outside their neighborhood.					
34. The schools selected as Open Enrollment Schools are better than the schools in areas like Harlem.					
35. The children who stay in their own neighborhood schools seem to learn more than the children who are bussed to Open Enrollment Schools.					

What subjects and areas do you feel quality education should include? Please put a 1 next to your first choice, a 2 next to your second choice, etc.

A. Arithmetic

H. Music

B. Writing

I. Cultural Heritage

C. Reading

J. Negro History

D. American History

K. African Languages

E. Social Studies

L. French

F. Geography

M. Spanish

G. Art

N. German

Below are listed some areas of work which your child might well be engaged in after he finishes his education. If there is an area not listed which you would like to add please do so. Please check the columns to show THE WORK YOU WOULD LIKE YOUR CHILD TO DO, THE WORK YOU THINK YOUR CHILD WOULD LIKE TO DO, and THE WORK YOU THINK YOUR CHILD WILL ACTUALLY BE DOING when he finishes his education. (Check one in each column.)

	Work I Would Like My Child To Do	Work My Child Wants To Do	Work I Think My Child Will Actually Do
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Politics			
Skilled Trades			
Sports			
City Transit Work			
Teaching			
Nursing			
Service Work			
Civil Service			
Medicine			
Mathematics			
Chemistry			
Physics			
Biology			
Art			
Music			
Own Business			

FOR PARENTS WHO SENT CHILDREN TO O.E. SCHOOL

PARENT'S QUESTIONNAIRE

1. Please check the correct box indicating your highest educational level:

- ☐ Less than high school
☐ High school graduate
☐ Some school or college after high school

2. How many activities have you attended at your child's school within the last year? Please circle the correct answer.

- A. 0 activities C. 3 or 4 activities
B. 1 or 2 activities D. 5 or more activities

3. Have you met your child's teacher or teachers? (Please circle)

Yes No

4. Have you met your child's principal? (Please circle) Yes No

5. Please circle the reasons why you have visited your child's school within the last year:

- A. Voluntarily visited to find out about child's good behavior
B. Voluntarily visited to find out about child's bad behavior
C. Called in about child's good behavior
D. Called in about child's bad behavior
E. Voluntarily visited to find out about child's school work
F. Called in about child's school work
G. Social functions
H. Graduation ceremony
I. Child's attendance
J. Other reasons (Please explain)

6. Do you know about the Open Enrollment Program conducted by the New York City Board of Education whereby a child, from a school with a large number of Negro and Puerto Rican children, is allowed to transfer to a predominantly white school with unused space? (Please circle)

A. Yes, I know about the program

B. No, I do not know about the program

If your answer is No you do not need to complete pages 2 and 3 of this questionnaire. PLEASE TURN DIRECTLY TO PAGE 4.

If you answer is Yes please finish the entire questionnaire.

7. Please circle the statement which applies to you:

A. My child attends a neighborhood school and there is no bussing of children in or out.

B. My child attends his neighborhood school and other children are bussed in.

C. My child attends a neighborhood school which busses some children out to schools in other neighborhoods.

D. My child is bussed to a school outside our neighborhood.

8. Have you discussed the Open Enrollment Program with anyone? (Please circle) Yes No

If Yes please circle all the persons with whom you talked and indicate by a check whether they encouraged or discouraged your entering your child in the Open Enrollment Program.

	<u>Encouraged</u>	<u>Discouraged</u>
A. Husband or wife		
B. My child		
C. Neighbor		
D. Minister		
E. Teacher		
F. Principal		
G. Social worker		
H. Other relative Relationship: _____		
I. Parents of child in Open Enrollment Program		
J. Community leader		

9. Please circle the statement with which you agree:

A. the Open Enrollment Program should be abolished.

B. The Open Enrollment Program should be continued.

Why? _____

10. Please put a circle around all statements with which you agree:

I sent my child to an Open Enrollment School because:

A. I thought he would get a better education.

B. I did not like the school he was attending.

C. I wanted him to go to a school in a better neighborhood.

D. I wanted my child to get away from the bad influence of other children in his school.

E. I wanted my child to go to an integrated school.

How do you feel the following aspects of your child's education have changed now that he is attending an Open Enrollment School?

	Better	Same	Worse
Child's interest in school			
Teachers' attitudes toward your child			
Relationships with other children			
Reading ability			
Ability in mathematics			

We wish to thank you for volunteering to take advantage of this opportunity to express your opinions. We are happy that parents can be included in this evaluation because we believe parents have a special contribution to make. At the completion of this study the results will be made available in a special report. If you would like to receive a summary of the special report, please fill out the form below.

NAME _____

ADDRESS _____

Below is a list of statements which are frequently made about schools, education, and people. Please check the appropriate column to indicate whether you agree or disagree with each statement or have no opinion.

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
1. A school boycott is an excellent way to get results from the Board of Education.					
2. Schools where most children are Negro should have mostly Negro teachers.					
3. Children should go to school in their own neighborhood and should not be bussed out for any reason.					
4. I would send my child out of the neighborhood to school if I thought he would get a better education.					
5. If I had the money I would send my child to a private school.					
6. If my child were forever getting into trouble with the teachers I would send him out of the neighborhood to school.					
7. I am tired of hearing about integration and segregation in the public schools.					
8. The N.Y.C. Board of Education is sincere about wanting to integrate the schools.					
9. If my child were forever getting into trouble with other children I would send him out of the neighborhood to school.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
10. Children attending public schools today are not doing well in reading.					
11. Black and Puerto Rican children learn better when the schools are racially mixed.					
12. We should be more concerned with improving the neighborhood schools than with trying to achieve full integration.					
13. Any child who works hard and gets good grades can get someplace in this world.					
14. My children are getting a good education.					
15. White children learn better when the schools are racially mixed.					
16. My child is very conscientious about his schoolwork and wants to do well in school.					
17. The teachers in my child's school spend too much time on discipline and not enough time on teaching.					
18. There is too much trouble on the busses which take children to and from school.					
19. The teachers in my child's school seem to feel that the children just aren't smart enough to learn anything.					
20. The schools in areas like Harlem are terrible.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
21. Parents want the best education for their children.					
22. Academic standards are higher in schools where most students are white.					
23. Teachers don't like teaching in areas like Harlem.					
24. Children who go to schools outside their neighborhood do not have enough time to enjoy their neighborhood friends.					
25. Ghetto area schools have very poor discipline.					
26. The material they teach in ghetto area schools is dull and boring.					
27. Hard work in school and good grades will help a black or Puerto Rican child, but getting a good job will still be difficult.					
28. Parents can bring about substantial changes in schools.					
29. I feel that if I sincerely want to get something accomplished and put my mind and energies to it I can get it accomplished.					
30. Parents in ghetto areas do not teach their children to behave.					
31. The Open Enrollment Schools are too far from home.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
32. The children who stay in their own neighborhood school seem to get along better with other children than the children who are bussed to Open Enrollment Schools.					
33. Children have too much difficulty making friends at schools outside their neighborhood.					
34. The schools selected as Open Enrollment Schools are better than the schools in areas like Harlem.					
35. The children who stay in their own neighborhood schools seem to learn more than the children who are bussed to Open Enrollment Schools.					

What subjects and areas do you feel quality education should include? Please put a 1 next to your first choice, a 2 next to your second choice, etc.

A. Arithmetic

H. Music

B. Writing

I. Cultural Heritage

C. Reading

J. Negro History

D. American History

K. African Languages

E. Social Studies

L. French

F. Geography

M. Spanish

G. Art

N. German

Below are listed some areas of work which your child might well be engaged in after he finishes his education. If there is an area not listed which you would like to add please do so. Please check the columns to show THE WORK YOU WOULD LIKE YOUR CHILD TO DO, THE WORK YOU THINK YOUR CHILD WOULD LIKE TO DO, and THE WORK YOU THINK YOUR CHILD WILL ACTUALLY BE DOING when he finishes his education. (Check one in each column.)

	Work I Would Like My Child To Do	Work My Child Wants To Do	Work I Think My Child Will Actually Do
Clerical or Sales Work			
Law			
Politics			
Skilled Trades			
Sports			
City Transit Work			
Teaching			
Nursing			
Service Work			
Civil Service			
Medicine			
Mathematics			
Chemistry			
Physics			
Biology			
Art			
Music			
Own Business			

He aquí un grupo de comentarios que se hacen frecuentemente sobre las escuelas, la educación y la gente. Favor hacer una X en la columna que mejor indica se Ud. esta de acuerdo con cada comentario o si no tiene opinion.

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra
1.Boicotear la escuela es una forma excelente de adquirir resultados de la Junta de Educacion					
2.Escuelas donde la mayoria de ninos son negros deben tener majormente maestros negros					
3.Ninos deben asistir a la escuela en su vecindario y no deben de ser transportados afuera por ninguna razon					
4.Enviaria a mi nino a una escuela en otro vecindario si pensara que adquiriria una mejor educacion.					
5.Si tuviera el dinero enviaria a mi nino a una escuela privada					
6.Si mi nino tuviera problemas con los maestros lo enviaria a una escuela fuera del vecindario.					
7.Estoy cansado de escuchar sobre la integracion y segregacion en las escuelas publicas.					

15. Niños blancos
aprenden mejor
cuando las escuelas
son integradas.

Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra
16. Mi niño se interesa mucho en el trabajo de la escuela y quiere salir bien en la escuela					
17. Los maestros en la escuela de mi niño dedican demasiado tiempo a la disciplina y no suficiente tiempo a enseñar.					
18. Hay demasiados problemas en los autobuses escolares					
19. Los maestros en la escuela de mi niño aparentemente piensan que los niños no son suficientemente inteligentes por aprender algo.					
20. Las escuelas en comunidades como Harlem son terribles					
21. Los padres quieren la mejor educación para sus niños					
22. Los niveles escolásticos son mejores en escuelas donde predominan los estudiantes blancos					
23. A los maestros no les agrada enseñar en comunidades como Harlem.					
24. Niños que asisten a escuelas fuera de su vecindario no tienen tiempo suficiente para disfrutar de las amistades en su comunidad.					

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinión	No estoy de acuerdo	Estoy muy en contra
25. Escuelas en comunidades muy pobres no tienen suficiente disciplina.					
26. El material que se ensena en comunidades pobres es aburrido y poco interesante					
27. Aplicacion en la escuela y buenas notas ayudara a un niño negro o puertoriqueno, pero le sera difícil conseguir un buen trabajo.					
28. Los padres pueden ayudar a mejorar las escuelas					
29. Pienso que sinceramente quiero lograr algo y si pongo mis energias y mi mente en ello, lo puedo lograr					
30. Padres en comunidades pobres no le ensenan a su niño como comportarse					
31. Las escuelas con Programa de Inscripcion Publica estan muy lejos de la casa					
32. Los niños que se quedan en las escuelas de su vecindario usualmente se llevan mejor con otros niños que los niños que son transportados a la escuela con el Programa de					

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra
Inscripcion Publica.					
33.A los ninos se les dificulta hacer amigos en escuelas fuera de su vecindario.					
34.Las escuelas elegidas como Escuelas con Programa de Inscripcion Publica son mejores que las escuelas en comunidades como Harlem.					
35.Los ninos que se quedan en las escuelas de su vecindario aprenden mas que los ninios que son transportados a escuelas con Programa de Inscripcion Publico					

Que asinaturas piensa Ud. que debe incluir una buena educacion? Favor de poner el numero 1 al lado de su primera preferencia, 2 al lado de su segunda preferencia, etc.

A.Aritmetica
B.Escritura
C.Lectura
D.Historia Americana
E.Estudios Sociales
F.Geografia
G.Arte

H.Musica
I.Pasado cultural
J.Historia Negra
K.Lenguajes africanos
L.Frances
M.Espanol
N.Aleman

He aqui algunos tipos de trabajos en los cuales su nino podra trabajar despues de terminar su educacion. Si hay algun tipo de trabajo que no esta epuesto y Ud. desea anadirlo favor de hacerlo. Favor hacer una X en las columnas ensenando el tipo de trabajo que prefiere para su nino, el trabajo que Ud. piensa que mas le gustaria a su nino y el trabajo que Ud. piensa que su nino realmente va a hacer cuando termine su educacion (Favor escoger uno en cada columna)

	Trabajo que me gustaria para mi nino	Trabajo que mi nino prefiere	Trabajo que pienso que mi nino realmente hara
Clerical o ventas			
Leyes			
Politica			
Trabajos especializados			
Deportes			
Trabajo en la transporta- cion urbana			
Maestro			
Enfermera			
Trabajo de servicio			
Servicio civil			
Medicina			
Matematica			
Quimica			
Fisica			
Biologia			
Arte			
Musica			
Negocio propio			

APPENDIX C

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**Evaluation of
ESEA Title I Projects
in New York City
1967-68**



Project No. 05BCD68

**THE REDUCTION OF
PUPIL-TEACHER RATIOS
IN GRADES 1 & 2 AND
THE PROVISION OF
ADDITIONAL MATERIALS**

**A Program to Strengthen
Early Childhood Education
in Poverty Area Schools**

**Mary Wilsberg and
Lawrence V. Castiglione,
*Evaluation Directors***

**Sydney L. Schwartz,
*Evaluation Coordinator***

November 1968



Center for Urban Education
105 Madison Avenue
New York, New York 10016

A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN
POVERTY AREA SCHOOLS:

The Reduction of Pupil-Teacher Ratios in Grades 1 and 2
and the Provision of Additional Materials

Mary Wilsberg and
Lawrence V. Castiglione,
Evaluation Directors

Sydney L. Schwartz,
Evaluation Coordinator

Evaluation of a New York City school district
educational project funded under Title I of
the Elementary and Secondary Education Act of
1965 (PL 89-10), performed under contract with
the Board of Education of the City of New York
for the 1967-68 school year.

Educational Research Committee

November 1968

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INTRODUCTION

A Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City included six subsections:

- A. Educational Assistant or Teacher Aide for Each Kindergarten Teacher
- B. Teachers in Grade 1 to Reduce Teacher-Pupil Ratio to 1/15
- C. Teachers in Grade 2 to Reduce Teacher-Pupil Ratio to 1/20
- D. Additional Materials for Grades 1 and 2
- E. Diagnosis and Special Instruction in Reading
- F. Parental Involvement in Reading-Improvement Program

Each subsection, though directed to improving the effectiveness of the educational programs at the early childhood level had, to a large degree, an autonomous quality that required a separate evaluational program, except for Parts B, C, and D, which had a common setting for evaluative purposes. However, Parts B and C required two separate investigations, one directed to a description of the implementation of the program and professional perceptions of strengths and weaknesses, and the other directed to an analysis of pupil achievement in reading as reflected in test scores.

It is important for the reader to keep in mind that this evaluation report deals with three subsections (B, C, D) of a large, comprehensive program designed to improve early childhood educational programs in poverty area schools of New York City.

Throughout this study we received support and cooperation from the staff at the Center for Urban Education, from the Bureau of Research of the New York City Board of Education, from the administrative staff, program coordinators, teachers in the sample schools, as well as from many Early Childhood Education Supervisors, and first and second-grade teachers who responded to questionnaires. We wish to gratefully acknowledge our appreciation to all of these people who gave so generously of their time and made this evaluation possible.

Sydney L. Schwartz
Evaluation Coordinator

CHAPTER I

DESCRIPTION OF THE PROJECT

A Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City (SEC program) was funded under Title I, Elementary and Secondary Education Act (ESEA). The parts of the project evaluated in this report are:

Part B: Reduction of Pupil-Teacher Ratio, Grade 1

Part C: Reduction of Pupil-Teacher Ratio, Grade 2

Part D: Additional Materials for Grades 1 and 2

General objectives of the SEC program related to Parts B, C, and D, as outlined by the Board of Education, were:

- 1) "To provide improved conditions for teachers and students to achieve learning proficiency from the onset of schooling.
- 2) To remove obstacles to learning at the earliest recognizable stage."¹

Further delineation of this goal was related to the reduction in pupil-teacher ratio:

"The major purpose of these programs is to improve the reading level of children by means of a smaller pupil-teacher ratio. The ratio of 15 to 1 in the First Grade and 20 to 1 in the Second Grade will be maintained in the overall program."²

Additional staff funded for the SEC program included an inschool coordinator, selected and supervised by the principal, and given the responsibility for the program in first and second grades. The coordinator was to be an experienced teacher, knowledgeable in early childhood practices. Her role was described as follows:

It is imperative...that the coordinator be completely free of all other responsibilities. She will be responsible . . . for:

¹Board of Education, Summary of Proposed Programs, 1967-68, Title I -- Elementary and Secondary Act (New York: Board of Education), p. 31.

²Ibid., p. 32.

1. Serving as liaison person with administrative and teaching personnel.
2. Previewing and listing appropriate visual aids and basic instructional materials for teacher selection.
3. Scheduling use of space and equipment.
4. Guiding weekly cooperative planning sessions.
5. Guiding and assisting in pupil grouping and regrouping in selected areas of instruction.
6. Evaluating the "profile record" of each child.
7. Guiding student teachers and/or apprentice teachers in their assignments in this program.
8. Acting as liaison person between school and community.
9. Giving demonstration lessons.
10. Arranging for parent-teacher conferences.
11. Giving appropriate short-term informal tests in order to assess individual needs leading to flexibility in grouping.
12. Assisting in writing needed rexograph materials.³

The implementation of the SEC program in the schools was intended to be varied, with a number of options suggested by the central office of the Board of Education. "Many methods of instruction may be tried. Samples of patterns will be made available to the schools."⁴

The selection of organizational pattern by individual schools was to be determined by the school settings and the program emphases were specified as follows:

"Understanding of developmental needs of little children;
of special needs of the disadvantaged.

³Board of Education, The Improvement of Reading by Means of Smaller Pupil-Teacher Ratios in Grades 1 and 2, Exhibit 1 - (Patterns), (New York: Board of Education, 1967), p. 2.

⁴Ibid., p. 32.

Curriculum for early childhood.

Methods of teaching reading.

Enrichment of materials for building reading program.

Diagnosis of reading difficulties.

Evaluation of progress.

Teacher training.

Community and parent involvement, participation, and training."⁵

A variety of alternatives was proposed for schools where limited space prohibited the establishment of single classes at the prescribed ratio. Such alternatives included the following specifications: (1) each teacher, except the coordinator, is to have a homeroom class, (2) additional teachers (funded under ESEA funds as part of the SEC program) may not be used as OTP's (Other than Teaching Personnel).

Beyond these specifications, flexibility was considered the key goal in establishing an organizational plan.

Wherever a pattern indicates two teachers in a classroom, flexible grouping is desirable. The number of children within each group will depend upon the abilities, levels, and special needs of the children - based on teachers' analyses.⁶

Flexibility was also emphasized within class groups and across grade lines, so that smaller groups, based on common needs and talents would be developed within the curricular plan.

Large or total group instruction may be feasible for special activities; special assembly programs, audio-visual, dance festival, etc.⁷

To facilitate flexibility of grouping, coordinated scheduling of preparation periods was recommended so that teachers across grade lines might arrange group planning periods. Models for alternatives for scheduling planning groups and preparation periods were offered in the planning committee report.⁸

⁵Ibid., p. 32-3.

⁶Ibid., p. 4.

⁷Ibid., p. 4.

⁸Ibid., pp. 5-9.

Part D of the SEC program, Additional Materials for Grades 1 and 2, specified the following:

"Each school will be allocated an additional \$8 per capita to provide books and other materials of instruction. Among the recommendations is a plan to supply 3 to 4 paperback books which children will own so that they may gain experience in starting home libraries."⁹

The stated objectives of this part of the program included: "...to develop a love of books and a desire to read among pupils in grades 1 and 2 in Special Service Schools and to enrich the materials for reading readiness in grades 1 - 2."¹⁰

These objectives were implemented in the following ways: (1) The Board of Education at the central office circulated a list of paperback books recommended for purchase; (2) It also circulated instructions for ordering readiness and reading materials from the regular textbook and library lists.

The ordering of additional classroom materials to enrich existing materials was to be limited to "...materials which are needed for use by individual children or for class or grade-level use. Insofar as possible, materials ordered should serve to enrich the reading materials available rather than provide additional basic materials."¹¹

⁹Ibid., p. 34.

¹⁰Ibid., p. 34.

¹¹Board of Education, Books and Instructional Materials for Use in the Reading-Improvement Program, Grades 1-2, Circular, June 7, 1962, New York.

CHAPTER II

EVALUATION DESIGN

In planning this evaluation and report, we have recognized that the school year began later than usual because of the teacher strike, and that the evaluational procedure was initiated only a few months after the program was implemented. This report should not be interpreted as a study of the program's ultimate worth, but rather as an initial investigation designed to provide the following: (1) a description of program implementation during the first year; (2) evidence of the program's potential strengths, realized strengths, and weaknesses; (3) a basis for recommendations for modification of the program.

Selection of the Sample

The original plan for implementation of the SEC program included 267 schools, designated as Special Service Schools, located in 25 of the 30 school districts in New York City. By late fall, this number had decreased to 240 schools, according to the amended list given the evaluation directors. A random selection of one special service school in each participating district (excluding Richmond County) provided a sample population of 24 schools. In addition, one school receiving the SEC program, though not designated as a special service school, was added to establish a sample population of 25 schools in 25 districts, slightly above a 10 percent sample.

In each school selected for intensive study, three first grades and two second grades were observed. The program coordinators in each school were asked to select both experienced and inexperienced teachers for observation and a representative sampling of classroom organization. The 75 observed first grades represented 5 percent of the funded grade 1 programs (1,450), and the 50 second grades represented 9 percent of the funded grade 2 programs (620).

In order to extend this investigation beyond the sample, an additional population of first and second grade teachers in each special service school was randomly selected to receive mailed questionnaires. This additional population brought the size of the sample of teachers to be contacted up to 33 percent at each grade level.

The total population (23) of Early Childhood Education (ECE) supervisors in all districts having the SEC program were included in the study.

The Observers

The evaluation team consisted of nine observers (see Appendix C), each of whom had a strong background of experience on the elementary school level and advanced studies in elementary school curriculum and teaching. All observers were faculty members associated with teacher education programs in colleges of The City University of New York and were familiar with urban education.

Each observer was responsible for the observational visits and interviews in either two or three schools. To facilitate rapport and to determine whether changes occurred between winter and spring visits, observers kept the same schools throughout the year. Before each series of visits, orientation meetings were held in which the purpose of the evaluation, its procedures, and the instruments to be used were presented and reviewed. During one meeting, the Teacher and Supervisor Questionnaires were presented for **critical** evaluation before final forms were made. Feedback sessions followed each series of visits. At the winter feedback session, observers made a critical assessment of the instruments used and presented descriptions of programs observed. During the final feedback session, observers gave reactions and recommendations based on the evidence obtained. Such evidence was essentially a description of the program organization. It did not include qualitative judgments of specific teacher behaviors.

Procedures

For purposes of this evaluation, two sources of data were stressed: (1) observational visits to the schools; (2) perceptions of the professional participants.

The observational schedule called for two sets of visits to each school in the sample, with each set comprising three days in a school. The first round took place at the earliest possible time in late January and early February; the second round, in late May and the first week in June, was considered the optimum time to ascertain maximum implementation of the program.

Instruments for observations were developed after discussions with Board of Education personnel and exploratory visits to Special Service Schools not included in the sample. The instruments were designed to obtain descriptions of deployment of staff and children, the use of space, and of the quality and quantity of materials of instruction. The thrust of the evaluational procedure was to obtain descriptions of the patterns of organization for instruction rather than specific teaching behaviors.

The instruments used during the winter school visits were a classroom observation guide; interviews with teachers, primary assistant

principal, and coordinator; and a questionnaire to the coordinator. The instruments used during the spring school visits were a classroom observation guide and interviews with the principal and the coordinator. Questionnaires were sent to teachers in all Special Service Schools and to ECE supervisors in all districts participating in the SEC program.

All members of the evaluation team compiled two types of summary reports: a school summary report after each set of visits to a school, and an overall summary report of programs observed. These two instruments furnished an interpretation of the body of data.

Instruments for ascertaining the perceptions of the professional participants were mainly questionnaires and structured interviews, used singly or in combination. A random sample of the general body of first and second-grade teachers were solicited for their perceptions via a questionnaire mailed out in April. This questionnaire, which was also sent to teachers observed in the sample schools, was intended to obtain a broad look at the implementation of the program throughout the city, and to verify the reliability of the sample as representative of the total population in terms of perceptions of strengths, weaknesses, and general patterns of implementation.

Certain questions were included in all questionnaires or interviews for school personnel. These questions pertained to perceptions of assets and liabilities of the program, ratings of value of the program as implemented, and recommendations. Lists of assets were encompassed in two types of questions, a checklist type question and open-ended questions directed to listing resolved and unresolved problems.

The data pertaining to Part D of the SEC program, Additional Materials, was obtained primarily through questions to teachers to determine whether or not paperback books were received, how many books were distributed to each child, and judgments of the appropriateness of books received.

This evaluation took into consideration the goal relative to increased community and parent involvement as it pertained to organizational structure. However, Part E of the SEC program proposal, Parental Involvement Program, was evaluated separately.

CHAPTER III

PROGRAM ORGANIZATION

STAFF ORIENTATION

An orientation for SEC program coordinators, consisting of five training sessions, was held by district personnel prior to the opening of school in the fall. Evaluative ratings of these orientation sessions, by the 16 district ECE supervisors who returned the questionnaire, are compiled in Table 1.

TABLE 1

EFFECTIVENESS OF ORIENTATION
SESSIONS FOR COORDINATORS

Rating	No. of ECE Supervisors (N=16)
Very effective	1
Effective	6
Slightly effective	3
Slightly ineffective	0
Ineffective	4
Don't know	1
No response	1

Many schools reported that the teacher strike in September severely curtailed orientation plans. Only six of the 25 schools in the sample reported orientation for teachers, prior to the opening of schools. For these six, one to two hours was spent orienting the more experienced teachers and two to five hours spent orienting new teachers. Seventeen additional schools reported special orientation sessions, after school started, five of which were limited to the new teaching staff. Two schools did not respond.

The leadership of the orientation sessions varied considerably to include the coordinator alone, the coordinator with the school supervisory

staff, the assistant principal, the principal, or the district ECE supervisor. Principals' and ECE supervisors' ratings of the effectiveness of these fall orientation programs for teachers are reported in Table 2.

TABLE 2
EFFECTIVENESS OF FALL ORIENTATION OF TEACHERS

Ratings	ECE Supervisors (N=16)	Principals (N=25)
Very effective	1	2
Effective	9	7
Slightly effective	4	9
Slightly ineffective	1	1
Ineffective	0	1
Don't know	1	2
No orientation	0	3

SPACE UTILIZATION

Use of space was one of the major problems in setting up the programs, as reported by the coordinators -- the limited space available, the assignment of teaching personnel to space, and the scheduling for use of auxiliary space. Space accommodations were still considered a major problem by coordinators and teachers at the end of the school year.

Fourteen schools reported making no space adjustments to accommodate the program. Either each teacher had her own classroom, or a combination of single and paired classes existed and instruction was carried on within the confines of the classroom.

Of the ten schools noting adjustments in space, two reported resorting to split sessions, one with split sessions for the first- and second-grade program, and the other only for first grades. The remaining schools reported the following adjustments: the freeing of some classrooms for subgroup instruction; the use of large kindergarten rooms for first grades; the use of offices, teachers' rooms, the lunchroom, the auditorium, the gym, and cloakrooms for subgroup instruction. Where classrooms were freed for subgroup instruction, one school made available three classrooms; one

school used two remedial rooms; two schools used two classrooms; three schools used from one to four other classrooms on a part-time basis.

PERSONNEL

Those most actively involved in the SEC program were, of course, the coordinators and the first- and second-grade teachers. In addition, it was expected that regularly assigned resource personnel in each school would continue to work with the first and second grades. The primary assistant principal was expected to continue to carry out administrative functions related to these grade levels. Principals, too, were involved in administrative aspects of the program. District early childhood education supervisors devoted a portion of their time to the program. The use of paraprofessionals was not built into the program originally. However, the Board of Education reported that some districts had been authorized to hire paraprofessionals as assistants in schools where allotted teacher positions were not filled.

The Coordinator

The principal had the responsibility for the selection and supervision of the coordinator. Twenty-three schools, of the 25 in the sample, reported having filled the coordinator position. In two schools where the primary assistant principal served as coordinator, the coordinator's positions were used for the assignment of subject matter specialists. One school reported having no primary assistant principal, thereby adding to the responsibilities of the coordinator in that school.

All program coordinators were female. Table 3 reports the educational and experience background and license of those serving in the coordinator position.

TABLE 3

BACKGROUND OF COORDINATORS (N=25)

<u>Undergraduate Education</u>			<u>Graduate Education</u>	
B.A. Elem. Education	B.A. in Other Educ. Areas	B.A. in Liberal Arts	M.A. or M.S. In Elem. Educ.	Graduate Credits
12	2	11	13	12

TEACHING EXPERIENCE

1 yr.	2-5 yrs.	6-10 yrs.	10 yrs. up
1	7	3	14

LICENSE

Early Childhood	Common Branches	Assistant Principal
5	18	2

Coordinators were asked to approximate the number of hours per week they were spending on their various responsibilities. Conferences with the primary assistant to principal were included because coordinators reported that they received considerable help from, and worked closely with, the primary assistants to principal. Table 4 indicates coordinators' responses.

As indicated in Table 4, different coordinators emphasized different aspects of their role, with each of the coordinators indicating no involvement with some of the designated responsibilities. During the course of the year, the number of demonstration lessons conducted by coordinators ranged from two to 100.

TABLE 4
 RESPONSIBILITIES ASSUMED BY COORDINATORS
 N=23^a

Responsibility	Number of Hours Per Week Spent					Range of Hours Per Week Spent
	0	1-3	4-10	10 up	NR ^b	
Liaison work with administrators and teaching personnel	1	14	6	1	1	0 - 10
Previewing and listing A-V & instructional materials ^c	3	14	3	2	1	0 - 20
Scheduling use of space and equipment ^c	11	12	0	0	0	0 - 3
Group planning with teachers	7	11	4	1	0	0 - 10
Individual planning with teachers	1	13	6	2	1	0 - 15
Grouping children ^c	6	14	3	0	0	0 - 5
Assessing pupil progress	4	12	6	1	0	0 - 3
Parent-related work	4	8	7	4	0	0 - 30
Conferences with the primary assistant principal	2	14	4	1	2	0 - 10
Teaching	4	1	12	6	0	0 - 23

^aTwo acting coordinators were assistants to principal with other responsibilities as well. They are therefore not included in this table.

^bNR signifies No Response.

^cMore hours were devoted to these responsibilities in the fall.

In 19 of the schools coordinators assumed a regularly scheduled teaching slot in subgroup instruction, usually in language arts, while in other schools they took no part in classroom instruction. Two coordinators reported covering for teacher preparation periods and two reported assuming administrative tasks not listed in the official guidelines.

In most schools the supervisors set the areas of emphasis with, and for the coordinator. Two coordinators reported having to work out their own job descriptions without the help of the principal. Fourteen coordinators found the principal extremely helpful, three slightly helpful, and six reported that the principal was of no help.

Almost one-third (seven) of the coordinators reported no cooperative group planning with teachers, though they did indicate some time spent in planning with individual teachers. Seventeen coordinators reported that they were able to arrange meetings with all the teachers on one grade level, at the same time, if they wished to.

Teachers in classes observed, and principals were asked to rate the effectiveness of the coordinator. These ratings related more to the quality of her work in her major areas of emphasis than to the number of functions in which she served. Table 5 reports their responses.

TABLE 5
EFFECTIVENESS OF THE COORDINATOR

Rating	Grade 1 Teachers (N=65)			Grade 2 Teachers (N=39)			Principals (N=25)
	Paired	Single	Team	Paired	Single	Team	
Very effective	18	7	2	0	4	1	14
Effective	15	3	1	3	8	2	8
Slightly effective	10	2	0	2	10	0	3
Slightly ineffective	2	2	0	1	2	0	0
Ineffective	2	1	0	0	2	0	0
Don't know	0	0	0	1	3	0	0

Ninety percent of first-grade teachers thought the role of coordinator was effectively carried out as did 76 percent of second-grade teachers. The higher percentage is not surprising since, in many schools, the coordinator devoted the greater portion of her time to the first-grade program. Twenty-two of the assistants to principal responding to the question, "How do you feel about the position of coordinator?" used adjectives such as "wonderful," "vital," and "absolute necessity," indicating that they regarded the coordinator's role as essential.

The Primary Assistant to Principal

Most coordinators reported having received help, particularly at the beginning of the year, from the primary assistants to principal. Three coordinators reported lack of delineation of the specific roles of the assistant to principal and the coordinator with regard to the Early Childhood Program. Table 6 reports the effect of the addition of the SEC program on the work load of the primary assistant to principal, as perceived by principals and assistants to principals.

TABLE 6

EFFECT OF THE ADDITION OF A COORDINATOR ON THE WORK
LOAD OF THE PRIMARY ASSISTANT TO PRINCIPAL

Rating	Principal (N=25)	Assistant Principal (N=24)
Much heavier	0	8
Heavier	1	8
The same	3	6
A little lighter	4	2
Much lighter	14	0
Don't know	0	0
No coordinator	2	-
No ass't principal	1	-

Sixteen primary assistants to principal regarded their work load this year as heavier. This view was not supported by principals. The following quotes represent the feelings of primary assistants to principal who regarded their role as heavier:

Scheduling to liberate rooms for small group instruction takes much time. Personality clashes, which the A.P. must mediate, take considerable time, as does trying to have a variety of programs for children, when teachers are being covered by cluster teachers.

The job is never finished -- always reorganizing. Teachers feel unsure and need more guidance.

Those who felt their work load was the same, or a little lighter, are represented by the following comments:

If time wasn't spent on this program, it would be spent on other work. Having the additional rotation (floater) teachers to work with, and problems of adjustment and the defining of roles takes time.

Role made simpler by consulting with the coordinator. We have defined roles to eliminate confusion, on the part of teachers, as to roles of coordinator and assistant principal.

The Early Childhood Education Supervisor

Sixteen of the 23 district supervisors returned a questionnaire seeking information about their participation in the SEC program. (Two districts had no supervisors appointed this year.) Table 7 summarizes their responses.

Supervisors emphasized different aspects of their role in relation to the SEC program. Entries in the categories of meetings with administrative personnel and with coordinators included both individual and group meetings.

The coordinators' perceptions of the ECE supervisor's role are as follows: four found the supervisor extremely helpful, seven found her slightly helpful, and 12 found her of no direct help to the school's program.

TABLE 7
 RESPONSIBILITIES ASSUMED BY THE ECE SUPERVISOR
 (N=16)

Schools and Programs	Districts															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
No. Special Service Schools	14	3	4	15	19	5	12	12	0 ^a	17	12	9	3	20	1	11
No. Schools Visited	13	3	4	15	18	5	9	12	1	17	12	9	3	20	1	11
Percent of Time with:																
Prekindergarten	20 ^c	25	20	25	- ^b	30	NR	15	25	15	30 ^c	20	- ^b	20	25	40
Kindergarten	25	25	50	25	- ^b	50	NR	50	25	25	25	20	40	20	25	40
First Grade	12 $\frac{1}{2}$	25	15	25	60	10	NR	30	40	50	20	40	40	30	25	10
Second Grade	12 $\frac{1}{2}$	25	15	25	40	10	NR	5	10	10	20	20	20	30	25	10

ACTIVITIES RELATED TO THE GRADE 1 AND 2 PROGRAMS
 (REPORTED BY ECE SUPERVISORS)
 (N=16)

	Average No.	Total No.
District Meetings with Teachers	6	No. participating in orientation of co-ordinators 10
Meetings with Admin. Personnel	8	No. participating in preparation of written guides 2
Meetings with co-ordinators	10	No participating in district workshops 1

^aOne school, while not classified as special service, was designated as a poverty area school and provided with reduced ratios.

^bThis level was covered by other personnel.

^cOnly 95 percent of time reported by respondent.

The Teaching Staff

The variety of labels for teaching positions, the diverse roles, and the differing assignments carried out under a given label for a position, made the task of describing the teaching staff involved in SEC programs a difficult and complex one. The majority of the first- and second-grade teaching positions were designated as classroom teaching positions. Other designations included such terms as: floater, cluster, ratio, and team teacher. These terms will be defined further on in this report.

There was a higher ratio of beginning teachers in the first-grade level than at the second-grade level. Table 8 reports the numbers of experienced and beginning teachers working in the SEC programs in the sample schools.

TABLE 8

TEACHING EXPERIENCE OF FIRST AND SECOND GRADE TEACHERS IN SAMPLE SCHOOLS

Experience	Grade 1 (N=332)		Grade 2 (N=208)	
	Number	Percent	Number	Percent
With Experience	176	53	146	70
Without any Prior Experience	131	40	46	22
Interns (I.T.T.) ^a	25	7	16	8

^aI.T.T. = Teachers prepared under Intensive Teacher Training Program.

The competency of the teacher staff in the sample schools, as judged by coordinators, is reported in Table 9.

TABLE 9

COMPETENCY OF TEACHERS AS JUDGED BY COORDINATORS

Level of Competency	Grade 1 (N=332)		Grade 2 (N=208)	
	Number	Percent	Number	Percent
Competent	156	50	120	59
Adequate	87	27	59	25
Inadequate	40	11	17	9
Not judged	49	12	12	7

Many schools initially assigned teachers to positions according to teaching experience, with most schools adopting a policy of placing one experienced and one inexperienced teacher in each paired classroom, thereby utilizing the experienced teacher as a teacher trainer, to some degree. Other schools used a variety of criteria as a basis for teacher assignment. Reassignment was reported in some situations where paired teachers were not compatible. Table 10 reports the frequency of mentions of criteria used by schools, in the fall, in assigning teachers to positions.

TABLE 10

BASIS FOR ASSIGNMENT TO TEACHING POSITIONS
IN 25 SAMPLE SCHOOLS^a

Criteria	Grade 1 Classroom	Grade 2 Classroom	Cluster, or Floater
Personality of teachers	13	10	5
Length of experience	18	13	5
Requests of teachers	14	11	5
Rotation	2	4	1

^aMultiple responses were offered and are included in this table.

It is not possible to present detailed, accurate figures on the utilization of allotted SEC program positions because of conflicting reports given by various personnel in the schools. Differences of responses were attributed either to lack of common terminology for certain positions, or to different interpretations by school personnel of the functions to be carried out in designated positions. An attempt was made, for data gathering purposes, to define specific positions. For example, the floating teacher position was defined as one in which a teacher did not have a physical classroom of her own, but served two or three classrooms, often as a specialist in reading or language arts, or in the teaching of non-English speaking children. Her function was to provide more small-group teaching opportunities in the classes she serviced. In the 25 sample schools, nine of 332 first-grade positions and 31 of 208 second-grade positions were designated under the title of "floater teacher." This position was often referred to also as cluster, ratio, or team teacher. Eight positions (first and second grade) in the sample schools were designated under the titles of cluster, speech, or language positions. Prior to this year, the cluster designation usually referred to the teacher who covered teacher preparation period. Though the cluster teacher position continued to retain this meaning in some schools, in others, a whole or partial SEC program position was used to cover teacher preparation periods. Thus, the reference to the program position of floater or ratio teacher often was interchangeable with the term cluster position of previous years. Six schools reported that teaching positions allotted to the SEC program were used elsewhere in the school or used partially to fill cluster positions allotted to the schools prior to the introduction of the SEC program.

The term, ratio, was also used to refer to what was defined as a floater position. The designation of ratio for the position grew from the fact that all teachers were required, this year, to maintain a rollbook student population for the purpose of teacher-pupil ratio records; the ratio teacher, who also maintained a rollbook, performed the same functions as those performed by a teacher designated as a floater in another school, or team teacher in still other schools. The designation of team teacher usually meant the third of three teachers, the one without her own actual class, except for rollbook purposes. Team teaching was a form of organization in which three teachers were assigned to two early childhood classes, with the third teacher dividing her services between the other two teachers.

Still another complicating factor in sorting out teaching positions serving the SEC program was the use and function of other resource personnel ordinarily assigned to poverty area schools, such as the non-English coordinator, the guidance counselor, and auxiliary teachers. An attempt was made to determine whether or not regularly assigned resource personnel were continuing to serve the first- and second-grade programs. Only gross responses could be rendered in tabular form, again because of varied interpretations by respondents as to what positions constituted the roster of the school's regularly assigned auxiliary teaching personnel.

Seven schools reported no utilization for the SEC program, of regularly assigned resource personnel. Four schools reported none, except for the guidance counselor, and seven reported none, except for the non-English coordinator. Eight schools reported using reading, speech, art, or music teachers. Regular resource personnel who covered classes during teachers preparation periods were often referred to as cluster teachers.

All schools reported that four 45-minute preparation periods a week were provided for teachers, usually by a cluster teacher covering the class in the teacher's absence. A few schools reported a fifth period for first-grade classroom teachers. This additional fifth period was sometimes designated as time set aside for cooperative planning among teachers. Some of the confusion relating to class coverage is attributable to the fact that in case of teacher absence, with no substitute available the school administrators recruit any free teaching personnel to cover such classes.

Table 11 indicates that seven schools had real problems obtaining substitute teachers during a teacher's absence.

TABLE 11
AVAILABILITY OF SUBSTITUTE TEACHERS

Availability of Substitutes	No. of Schools N=25	Percentage
Yes, all of the time	4	16
Usually, but not always	14	56
About half of the time	4	16
Slightly under half of the time	2	8
Seldom	1	4

In situations where a substitute could not be obtained, either staff members other than classroom teachers were reassigned, or the children from uncovered classes were split up among other classrooms. At times when substitutes could not be obtained, either the number of subgroups was reduced, or class size was increased.

Other Adult Personnel

There was very limited use of paraprofessionals in the SEC program. Only four schools had paraprofessionals working in the first grades, and then only in some classes. One school reported the presence of a high school girl from a "600" school and two assistants in reading trained in the Two Bridges Project. Two schools had the services of unpaid mothers, or adult volunteers, and in one school a family assistant worked with the coordinator in the parent-community program. Six schools reported that paraprofessionals were shared by some of their second grades.

Student Population and Grouping

Student population figures within a school ranged from 73 to 378 children in the first grades, and from 81 to 366 children in the second grades. The predominate ethnic group, as reported by administrators, was Negro (see Appendix A1), with six schools reporting a Negro population of over 90 percent. The second largest group was Spanish speaking, consisting largely of children of Puerto Rican background, with some from the Dominican Republic and from Cuba. One school reported that 50 percent of their children were of Oriental background. The smallest population was "other," with ten schools reporting 1, or less, percent white population.

PATTERNS OF CLASS ORGANIZATION

The three major designations for organization of classrooms and teachers assigned to them were: single classrooms, paired classrooms, and a floating teacher arrangement. The SEC program plan called for a ratio of one first-grade teacher to 15 children and one second-grade teacher to 20 children. "Single class," in this report, refers to one teacher and a group of children, whatever the number, in the classroom. "Paired class" refers to two teachers in a classroom with a group of children, with a separate register and rollbook for each teacher for record keeping purposes. (Appendix A2 gives an example of a responsibility chart for teachers in a paired first grade.) The "floater arrangement" refers to situations where a third teacher was assigned to work, for part of each day, in either two or three classrooms. She did not have a classroom of her own, but she did have a "rollbook class" made up of students from the classrooms in which she worked. Classroom teachers took the roll and later the figures were transferred to the floating teacher's rollbook. (Appendix A3 gives an example of a program assigned to a cluster or floater teacher serving three classes. Her program includes small group instruction as well as periods when she takes over an entire class during the regular teacher's "preparation" periods. Appendix A4 gives an example of a combined assignment for a second grade ratio teacher working with two classes.) The floater arrangements were usually thought of as single classrooms serviced by a floater, ratio, team, or cluster teacher, who came at specified hours daily to assist in the classroom or to take out small groups for instruction.

When the floater arrangement was operative in a school, the entire grade level was not necessarily organized into clusters or teams, although this was the case in some schools.

The paired class organization was found far more frequently in first grades than in second grades. Table 12 reports the organization of classes in the sample schools at the time of the spring observations.

TABLE 12
ORGANIZATION OF CLASSES IN THE 25 SAMPLE SCHOOLS

Class Organization (N=25)	Grade Level	
	First	Second
All paired classes	10	1
All single classes	2	19
Both paired and single classes	13	5

Where both paired and single classes were present, some schools had only a few single classes while others had only a few paired classes. The number of classrooms available in a building was the most important factor in determining the number of single and paired classes. The next most important factor was the feeling of teachers about being paired. In the two schools where all first grades were organized into single classes, there was enough space to maintain approximately the 1/15 teacher-pupil ratio and give each teacher her own classroom. Two of the nineteen schools that had all single second-grade classes reported that in the second-grade phase of the SEC program, the reduced ratio had not been implemented.

One reason for the greater use of the floater arrangement among second-grade classes was that classrooms, when paired, become too crowded, with up to 40 children in a room that might accommodate no more than 30 comfortably. The teacher-pupil ratio, then, was met by having a third teacher work with groups from the two classes. In still other second-grade organizational plans, the floating teacher served three second-grade classes. In the one school where all second grades were paired, the size of each paired class was less than 40 children. Another factor that influenced school organizations toward using a greater number of second-grade single classes and floater patterns was the desire of many teachers to occupy a classroom alone.

Examination of schedules for first and second grades revealed some similarities in organization, other than the number of paired, single, and floater classrooms. (See Appendices A5 and A6.) One common factor was the designation of specific time periods during the day for instruction in given subject matter areas for all classes on a grade level. The most controlled designation of time and teaching assignment was in a school where the principal made a schedule card for each teacher.

Another common factor was the proportion of time devoted to reading and other language-arts instruction. More time was set aside for these than for any other curriculum areas. Mathematics was usually scheduled for a period each day, with less time designated for social studies and still less for science. Time devoted to speech, art, music, health education, and physical education varied more among programs than did time devoted to the "three R's." The availability of a gym or play area and the teaching specialty of cluster teachers were the determining factors.

A general pattern of teacher-pupil grouping for instruction emerged in paired classrooms. In reading instruction, each teacher usually worked with a subgroup, sometimes with the assistance of the SEC program coordinator, the non-English coordinator, or other teaching personnel taking a third group. In other curriculum areas teachers usually divided the responsibility for instruction, with one teacher usually working with the whole group. If the other teacher was not out of the room for her preparation period, she worked at her desk or gave some assistance to the teacher in charge. (See Appendices A2 and A6.)

In single classrooms, whatever the size, teachers usually worked alone in reading instruction. In some programs, a remedial reading or non-English teacher worked with individual children or small groups. When a speech or language-arts cluster teacher worked with a class, it was usually with the whole group during the regular teacher's preparation period. Other curriculum areas were taught either by the classroom teacher or, sometimes, by a cluster teacher or a specialist who was a regular school auxiliary resource person.

Implementation of the floater arrangement was more varied than patterns found among paired and single classroom settings. In some programs, the floater was assigned only to subgroup instruction in reading, to teaching other language arts, or to working with non-English speaking children. In other programs, the floater did a combination of subgroup instruction in reading and whole group instruction in another curriculum area. Some floaters were assigned to cover some preparation periods, others were not. Common to all floater arrangements were the physical arrangements -- the lack of the floater's own classroom and, sometimes, even of a desk of her own, and the lack of a group of children of her own, other than her roll-book class for record keeping purposes.

Regrouping for reading instruction and, sometimes, for mathematics occurred in some programs. Regrouping meant that children of similar reading ability were drawn from more than one class on a grade level to constitute a series of different ability groups. Sometimes these groups were

smaller than whole class size because of the use of additional teaching personnel during reading time. Regrouping occurred most frequently in programs where classroom groupings were heterogeneous, or where the high and low achievers were grouped together.

Coverage for preparation periods was dealt with in a variety of ways. In some schools, regular auxiliary teaching personnel in the school were used along with teachers assigned only to the first-and/or second-grade program. In some paired class settings, teachers covered for each other all or some of the time. In floater settings, the floater, or ratio teacher, often covered for some of the preparation periods. (Teachers who covered for preparation periods were usually referred to as cluster teachers.)

More varied plans existed in the overall program organization at schools with a combination of classroom arrangements and with auxiliary classrooms and other space set aside for regularly scheduled subgroups. The paired first-grade class organization shown in Appendix A6 was set up in a school where one classroom was freed for use by all first-grade paired classes. This school also had single first-grade classes. The assembly periods from 2:00 to 3:00 on Tuesday and Thursday provided preparation periods for cooperative teacher planning, with half of the teachers using Tuesday and half using Thursday. In this program, each paired teacher had a group of 15 children for instruction in reading and language arts, and in mathematics. The two paired teachers had separate rooms for reading, but not for mathematics. All other instruction took place in a large group setting of 30 children with one teacher present, while the other teacher was freed for a preparation period.

SIZE OF CLASSES

The size of classes varied among schools and among classes within a school. A total of 56 different first grade classes were observed -- 15 single classes and 41 paired classes. All single class observations were half-day observations. Of the first-grade paired class observations, 22 were half day and 19 were full day. The ratio of observed single to paired first-grade classes was similar to the ratio of the total number of single (37) to the total number of paired classes (134) in the 25 sample schools. Table 13 reports the size of first-grade classes observed in the spring term.

The spring registers in Table 13 were similar to those of the winter except for a small reduction in the size of the two largest classes. These large single-class registers existed in cases where teachers expressed preference for a larger single class over a paired situation.

TABLE 13
 SIZE OF FIRST GRADE CLASSES OBSERVED
 (SPRING OF 1968)

Single Classes; N=15					
	Under 15 Children	15 Children	16-19 Children	20-26 Children	30-31 Children
Number of Classes	2	2	5	2 ^a	4

Paired Classes; N=41					
	Under 25 Children	25-29 Children	30 Children	31-34 Children	35-37 Children
Number of Classes	2	9	7	16	7

^aTeamed situation with 3 classes/2 rooms.

It was not surprising that the categories just above the anticipated teacher-pupil ratios of 1/15 and 2/30 were large, because the program coordinator was figured into the overall ratio. The complicated plan for achieving the ratio is best explained by the following simplified example. A school with 60 first-grade children enrolled would be, theoretically, assigned four teachers, to achieve the 1/15 ratio. However, since the coordinator is included in the ratio, only three teachers would be assigned, thereby establishing three classes of 20 children each, instead of the expected 15 pupils per class.

A total of 46 different second-grade classes were observed: 27 single classes, 12 classes with a floater arrangement, and seven paired classes. Of the seven paired classes, three were observed for a half day and four were observed for a full day. Table 14 presents the size of second-grade classes observed.

TABLE 14
 SIZE OF SECOND GRADE CLASSES OBSERVED
 (SPRING OF 1968)

Single Classes; N=27				
	Under 20 Children	20 Children	21-25 Children	26-29 Children
Number of Classes	3	3	15	6

Floater Pattern; N=12		
	26-30 Children	31-33 Children
Number of Classes	9	3

Paired Classes; N=7			
	Under 30 Children	31-35 Children	36-41 Children
Number of Classes	1	4	2

Again, it is not surprising that the category just above the anticipated teacher-pupil ratio of 1/20 was largest, because the coordinator was figured into the overall ratio as previously explained. With one exception, paired second-grade class size was below the ratio of 2/40. The six entries in the single class category of 26-29 children were from schools reporting the program had not been implemented in terms of a reduced ratio, at the second-grade level, or where teachers asked to have a single class regardless of size. Classes utilizing the floater arrangement closely approximated the 1/20 ratio.

SUMMARY

In preparation for implementation of the Strengthened Early Childhood (SEC) Program, the Office of Elementary Schools sent guiding patterns of organization to district superintendents, and district ECE supervisors

conducted orientation sessions for program coordinators prior to September 1967. Problems of organization were more complicated in schools with limited space. The coordinator position was filled in 23 of the 25 sample schools. Coordinators emphasized different aspects of their role. No coordinator reported assuming all of the functions of the role defined by the Planning Committee of the Board of Education. The majority of first- and second-grade teachers and principals rated coordinators as having some degree of effectiveness. Most coordinators received help from primary assistant principals, particularly at the beginning of the year. Sixteen of 24 assistant principals thought their work load was heavier this year.

District ECE supervisors were involved in varying degrees in the SEC program. Four coordinators found the district supervisor extremely helpful, seven found her slightly helpful, and 12 found her of no direct help to the school's program.

Almost half of the first-grade teachers and almost one-third of the second grade teachers in the sample schools were in their first year of teaching. The majority of the teaching positions were classroom positions. Floater, ratio, or team teachers had a rollbook class but no classroom of their own; they were assigned to help in other classes. In some schools, regular resource personnel continued to service the first and second grades, but in other schools their services were limited to grades other than grades one and two. All teachers received preparation periods, sometimes "covered" by cluster teachers, sometimes by a floater, and sometimes by the coordinator. There was limited use of paraprofessionals in the SEC program.

The predominant student ethnic group was Negro. Spanish-speaking children made up the next largest group. Children were most frequently assigned to classes according to ability or achievement.

The three designations of classroom organization were single classes with one teacher, paired classes with two teachers, and a floating teacher arrangement where an additional teacher worked in two or three classrooms on a regularly scheduled basis. The paired class organization was found more frequently in first grades than in second grades. Some schools had only paired first grade classes, some had only single classes, and others had a combination of paired, single, or floater arrangements. In all schools, specific time designations were made for instruction in different subject matter areas, particularly reading and language arts, which took the greater portion of the day.

In paired classrooms, grouping for instruction most frequently followed a pattern of each teacher working with a subgroup in reading and dividing the responsibility for instruction in most other areas. In single, reduced ratio classes, the majority of teachers had total group instruction throughout the day. The floater arrangement was implemented in a variety of ways. A floater always had responsibility for instruction

in reading or other language arts in two or three classrooms. In addition, she sometimes covered preparation periods and/or worked in other curriculum areas.

Class size for single first-grade classes observed ranged from 13 to 31 children and from 23 to 37 in paired classes. Second-grade single-class size ranged from 17 to 29, paired classes from 29 to 41, and classes with floaters from 26 to 33.

CHAPTER IV

THE INSTRUCTIONAL PROGRAM

The program proposal emphasized reduced pupil-teacher ratio as the basic means of improving reading level. Accordingly, the size and make-up of instructional groups in reading and other language arts are central to this evaluation.

Centrally Organized Subgroups

Information on regularly scheduled subgroups and regrouping practices was sought from coordinators and assistant principals. Fifteen coordinators, in describing overall program design for a grade level, reported that regularly scheduled subgroups were set up at the first-grade level, and eleven coordinators reported similar subgroups at the second-grade level. The content of instruction in these subgroups was usually reading- or language-related, such as work with non-English speaking children. By and large, the basis for subgrouping was essentially achievement or ability. In those instances where "needs" were cited as the basis for grouping, "needs" might mean achievement, English language, or it might refer to discipline or adjustment. Also influencing subgroup structure were three mentions of such experimental programs as: i.t.a. groups in reading, the talking typewriter, and the Texas Project. There was no mention of children's interests as a basis.

Table 15 reports assistants to principals' estimates of changes in subgroup structure in their schools.

TABLE 15

CHANGES IN SUBGROUP STRUCTURE
(N=24)

Rating	No. Changes Grade 1	No. Changes Grade 2
Very frequent changes	1	1
Frequent changes	1	0
Some Changes	9	9
Infrequent changes	3	4
No changes	1	1
Don't know	6	6
No response	3	3

Changes in subgroup structure were effected mainly by changes in available personnel and their preferences among teaching assignments, as well as by the space available in the building. Some schools modified their classroom grouping arrangements during the year, resulting in either more or less auxiliary classroom space (depending on whether they increased or decreased the number of single classrooms). In other schools, more utilization was made of temporarily unoccupied classrooms and auxiliary space.

Changes in subgroup membership were determined mainly by teachers or jointly by teachers and the coordinator. Six primary assistant principals reported being involved at times in changing subgroup membership. The predominant basis for change was progress or ability of students. Other reasons for change were pupil adjustment and children's interest. Any other subgroupings that took place were not centrally scheduled; they were organized by teachers within their classrooms.

Classroom Grouping Practices: Grade 1

Observers were asked to record the number of total class group, subgroup, and individual instruction settings in reading and other language arts which occurred during each class observation. Total group instruction was defined as including all children present. Subgroup instruction was defined as ranging from two children up to less than that described for the total group; in a situation involving subgroups, there had to be other children involved in another activity. Individual instruction was defined as one adult working with one child in a conference. This did not include the incidental checking of children's work at their seats.

Grouping practices in observed first-grade classrooms are reported in Appendices A7, A8, and A9. Single and paired classes were recorded separately to permit comparisons. These data are intended only to project a gross pattern of grouping; neither size of group nor length of meeting time is included. The reader must keep in mind that the size of subgroups in paired classes was often similar to those of total groups in single classes having the reduced pupil-teacher ratio. Some subgroups were as large as 24 children, but they were, in fact, a subgrouping. Each table entry for a given class is in the same position under each category. Thus, by following the first (or third, or sixth, etc.) entry in each category for winter and spring, grouping in a given class can be seen.

During 40 whole-day and 69 half-day first-grade observations, individual instruction was observed in only 14 observations in reading and in only four observations during other language-arts instruction. In six of these observations, a single child received individual instruction. Though 19 coordinators reported that special provisions had been built into the organizational plan for individual instruction, this occurred on a very limited basis. Even when attendance was as low as eight to ten children in single classes (because of severe weather conditions), neither individual

instruction nor subgroup instruction was observed. In the classrooms where 11, 12 and 17 individual conferences were held, they were conducted by the classroom teacher and the content was hearing individual children read SRA material or conferring on workbooks or worksheets.

Subgrouping occurred more in reading instruction than in other language-arts instruction. In single classes with oversized registers, somewhat more subgroup and individual instruction took place than in single classes approximating the reduced ratio. Subgrouping did occur in three of the four single classes with registers of 30 or above. (These classes were led by experienced teachers who preferred a single class to being paired.) Below is an example of that pattern.

Grade 1, Single Class		Register 33 ^a		No. Children Present 27		
<u>Reading and Language Arts Observation</u>						
<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Position</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Setting</u>
Group 1	A	Clrm.	All	27	Review charts	Clrm.
Group 2	A	Clrm.	Ability	7	Write directions for picture	Clrm.
Group 3	A	Clrm.	Ability	13	Word recognition	Clrm.
Group 4	A	Clrm.	Ability	7	Oral rdg.-basal	Clrm.

^aThis register was reduced to 31 in the spring.

In single classes with reduced registers, the dominant pattern of instruction was total group. Subgroup instruction in reading took place in five of 16 half-day observations, and in three of those five classes, a second teacher was present to conduct the second group. Only one subgroup lesson in language arts, other than specific reading skills, was reported. Below is an example of this pattern.

Grade 1, Single Class

Register 15

No. Children Present 15

Reading and Language Arts Observation

<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Posi- tion</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Setting</u>
Group 1	A	Clrm.	All	15	Vocab.-basal "Friends All Around"	Clrm.
Group 2	A	Clrm.	All	15	Workbook-basal	Clrm.
Group 3	A	Clrm.	All	15	Vocab. review	Clrm.

In paired classes, the most prevalent pattern was for each teacher to work with approximately half of the children in a subgroup. There were several reports of paired teachers basing their reading group on their register (rollbook class). Flexible grouping did not occur in these classrooms. These teachers kept their "own" class for almost all instruction. Such groupings were entered as subgroups for a paired class. There was one mention of paired teachers switching reading groups each week so they could "... get to know all of the children." However, the teachers had some reservations about this in terms of continuity for the children.

In those entries in Appendices 8 and 9 showing more than two subgroups per observation, various arrangements were found. Sometimes each paired teacher met the same subgroup twice, but the content changed (i.e., phonics for a half-hour and basal readers for a half-hour). In other paired settings, subgroupings were across rollbook classes (e.g., composed of children from several classes), and were based on ability or need, with each teacher meeting one or more subgroups, sometimes with a third teacher working with another small group. Below is an example of this pattern during a half-day's instruction in a school where auxiliary classrooms were made available. Group 1 and 2 met simultaneously and group 3, 4, and 5 met simultaneously.

Grade 1, Paired Class

Register 37^a

No. Children Present 29

Reading and Language Arts Observation

<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Posi- tion</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Setting</u>
Group 1	A	Clrm.	Ability	20	Stern structural "We Discover Reading"	Clrm.
Group 2	B	Clrm.	Need, N.E. Lang.Ability	9	Stern structural "We Learn to Listen"	Cafe- teria
Group 3	A	Clrm.	Need, Audi- tory, Discr.	22	Ginn Follow-up Audio	Clrm.
Group 4	B	Clrm.	Need, Visual Discr.	4	Ginn Follow-up Visual	Aux. Clrm.
Group 5 ^b	C	CESL	Need, English Language	3(7)	Greetings Foods We Drink	Aux. Clrm.
Group 6	B	Clrm.	All	29	Listen to 3 Stories	Clrm.

^aThis register was reduced to 35 in the spring.

^bThis group was conducted by the coordinator for English as a Second Language. Seven children from another classroom joined the three children from this classroom.

In one paired class, one teacher met with small groups of two to four children, while the other teacher had a series of individual reading conferences. In those classes where a student teacher or volunteer was present, she also conducted subgroups and individual conferences.

In ten paired classes, only total group instruction in reading was observed. While one teacher was leading the group, the other teacher either watched, gave some assistance, or occasionally worked with one or two children. Below is an example of this pattern for a whole day's instruction.

Grade 1, Paired Class

Register 28

No. Children Present
A.M. 27, P.M. 25Reading and Language Arts Observation

<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Posi- tion</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Setting</u>
<u>A.M.</u>						
Group 1	A,B	Clrm.	All	27	Listening, Story, News	Clrm
Group 2	A,B	Clrm.	All	27	Phonics, Picture Workbooks	Clrm.
Group 3	A,B	Clrm.	All	27	Oral Reading Chart	Clrm.
<u>P.M.</u>						
Group 4	B,A	Clrm.	All	25	Phonics, Review	Clrm.
Group 5	B,A	Clrm.	All	25	Listening, Story Afro-Am. Folktale	Clrm.
Group 6	B,A	Clrm.	All	25	Oral Reading Chart	Clrm.
Group 7	B,A	Clrm.	All	25	Writing, copied story from chart into note- books	Clrm.

Additional Personnel

In thirty half-day observations of single first-grade classes, there were two reports of an additional teacher present in the classroom. There were several reports of non-English speaking children, usually three or four, leaving the classroom for special instruction elsewhere. In two classes, some children left to work with the remedial reading teacher. Three classrooms had the help of either a student teacher or a volunteer.

In paired classes, 16 of the 36 classes observed had additional teaching personnel present in the classroom during reading and language-arts instruction. Sometimes the additional teacher(s) took a subgroup while the paired teachers worked with subgroups, and sometimes they worked with the total group. (This was usually the case when a cluster or speech teacher was present.) Five paired classes had the services of other adult personnel -- a student teacher, reading aide, or a volunteer.

Evidence of change in grouping procedures was found in ten paired classes where even without the benefit of additional personnel, more subgroup or individual instruction took place during the spring observations than during the winter observations.

Classroom Grouping Practices: Grade 2

Grouping practices in 46 observed single and paired second-grade classrooms are reported in Appendices A10, A11, A12, and A13. Again, these data are intended only to project gross patterns of grouping. Classes utilizing a floater or ratio teacher arrangement are tabulated as single classes. Single registers of 25 or more children are presented separately from those of less than 25 children for comparison purposes.

Examination of those Appendices reveals that of 80 half-day observations and ten whole-day observations,¹ individual instruction took place in reading during 12 observations and during three other types of language-arts instruction. Where ten and 11 individual conferences were noted per observation, the teachers were using SRA materials to work on word recognition and listening to children read. In the classroom where there were 11 individual conferences, there were also 11 small-group meetings. The entire class was divided into teams of two, using SRA materials, and the teacher or the paraprofessional met with each team. The entry of 18 individual conferences was in a classroom where the teacher and another cluster teacher who serviced two classrooms each had nine conferences. This class had an individualized reading program in the spring, and children discussed and/or read aloud from trade books during the conference. All children present had a conference.

More subgrouping took place in single classes with registers above 25 children than in single classes with registers below 25. This was attributed to the part-time presence of a floater in some of these classes. The involvement of two or more adults was noted in 25 of 40 of those half-day observations, while only 13 of 26 observations in classes with registers under 25 noted the presence of another adult. There was evidence that the number of teachers present influenced the number of subgroups, although there were exceptions. One observer summarized his description of a "team" (floater) situation as follows:

Thus, even though there is a team of three teachers for two classrooms, the children were taught almost all morning by one teacher per class, with virtually no small grouping or individualizing.

In some floater arrangements, one floater worked with three second grades, almost exclusively in reading. Below is an example of groupings during a half day in a classroom serviced by such a floater.

¹Observations of an entire day in one single class were recorded separately for A.M. and P.M.

Grade 2, Single Class with Floater

Register 27

No. Children Present 24

Reading and Language Arts Observation

<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Posi- tion</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Time</u>
Group 1	A	Clrm.	All	24	Discussion, Exper. Chart	30"
Group 2	A	Clrm.	All	24	Handwriting Copying Chart	10"
Group 3	A	Clrm.	All	24	Spelling, Alphabetizing words - "My Word Book"	25"
Group 4	B	Floater	Ability	13	Vocab., oral rdg. "More Friends Old and New" Basal	45"
Group 5	A	Clrm.	Ability	11	Vocab., oral rdg. "Friends Old and New"	45"
Group 6	B	Floater	Ability	13	Writing - Vocab. words in sentences	15"
Group 7	A	Clrm.	Ability	11	(same as above)	15"

Two observers reported that a new way of organizing for reading instruction in single second grades, called streaming (actually a form of departmentalization), had been introduced between their winter and spring visits. Ability groups were formed across class registers. One observer described streaming as follows:

In this class, four reading groups have been defined. Children in these groups join others for work with teachers (classroom and cluster), during the first 40 minutes of the school day. This teacher works with one group of average achievement. Only two children on her own register are in the group. The other children move to different rooms and teachers for reading instruction.

The instructional program in that class was reported as follows:

Grade 2, Single Class Streaming

Register 20

No. Children Present 12

Reading and Language Arts Observation

<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Posi- tion</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Time</u>
Group 1	A B	Clrm. Stu.T.	All	12	Spelling, homework re- view	5"
Group 2	A	Clrm.	All	12	Library, selecting and rdg. trade books	20"
Group 3	A B	Clrm. Stu.T.	Ability	7 ^a	Vocab.-workbooks Syllabication-chalkbd. Silent Rdg.-SRA	40"
Individual	B	Stu.T.	Need	1	Sentence completion- workbook	20"

^aStreaming - two from this class and five from other classes. Class convened in this classroom

The following is an example in contrast -- a large, single, second-grade class with the teacher working alone. (In this school the SEC program had not been implemented on grade-two level.) Group B was recorded as a subgroup, though the size of that group was about the same as many total class groups.

Grade 2, Single Class

Register 29

No. Children Present 29

Reading and Language Arts Observation

<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Posi- tion</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Time</u>
Group 1	A	Clrm.	All	29	Writing-about spring	30"
Group 2	A	Clrm.	Ability	22	Vocab., Silent/Oral rdg. "Roads to Follow" - basal	1'45"
Group 3	A	Clrm.	Ability	7	Basal - workbook	15"

(These children worked independently in a language workbook for one hour and forty-five minutes.)

In second grades with a reduced register, there was greater tendency toward total group instruction. Below is an example of this pattern during a half-day observation.

Grade 2, Single Class Register 21 No. Children Present 15

Reading and Language Arts Observation

<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Posi- tion</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Time</u>
Group 1	A	Clrm.	All	15	Phonics -- pictures and letters	30"
Group 2	A	Clrm.	All	15	Vocab. -- flashcards	20"
Group 3	A	Clrm.	All	15	Structural Analysis -- workbook	25"

In paired second grades, more subgrouping occurred with each teacher conducting one or two subgroups. Primarily, group membership was based on ability although there was one notation of class register as the basis. In about half of the paired-class settings, a third adult was present part of the time -- a student teacher, a remedial reading teacher. The following groupings occurred during a whole day's observation.

Grade 2, Paired Class

Register 34

No. Children Present 30

Reading and Language Arts Observation

<u>Reading & L.A. Groups</u>	<u>Tchr.</u>	<u>Posi- tion</u>	<u>Basis for Grouping</u>	<u>No. of Children</u>	<u>Content</u>	<u>Time</u>
<u>A.M.</u>						
Group 1	A,B, & C	2 Clrm. Stu.T.	All,except rem. rdg.	24	Writing-stories	20"
Group 2	D	Rem.Rdg. (in an- other room)	Need	6	Oral rdg., basal	45"
.....						
Group 3	A	Clrm.	Ability	17	Spelling	30"
Group 4	B	Clrm.	Ability	4	Spelling	30"
Group 5	C	Stu.T.	Ability	3	Spelling	30"
.....						
Group 6	A	Clrm.	Ability	15 (slowest)	Oral rdg., basal "Lands of Pleasure"	45"
Group 7	B	Clrm.	Ability	9	Vocab., oral rdg. com- prehension-basal "Friends all About"	45"
Group 8	C	Stu.T.	Ability	5	Phonics-workbook, Oral rdg. - basal, "En- chanted Gates"	45"
.....						
Individual	E	Partic. Stu.*	Need	1	Oral lang. & listening trade books	60"
.....						
<u>P.M.</u>						
Group 9	A	Clrm.	Ability	25	Phonics-Merrill workbook	25"
Group 10	B	Clrm.	Ability	4	Vocab., oral rdg., basal rdr., workbook	25"
.....						
Group 11	A	Clrm.	Ability	25	Discussion, weather Exper. chart	15"
Group 12	B	Clrm.	Ability	4	Experience chart	25"
Individual	B	Clrm.	Need	1	Vocab., -workbook	5"
Individual	A	Clrm.	Need	1	Oral rdg. - workbook	15"
Individual	A	Clrm.	Need	1	Oral rdg. - workbook	10"

*A former participating student volunteers three hours/week to work individually with a child who has severe emotional and academic problems.

Instruction in reading and other language arts often took place in both the morning and afternoon in first and second-grade classrooms where full-day observations were made. The time spent in these areas was approximately half, and sometimes more than half, of the school day. The following schedules, for a paired first grade and a paired second grade, represent typical time allotments for reading and other language-arts instruction during the course of a day. The manner of grouping for instruction and use of an additional room (e.g., the library), however, were not typical. These paired teachers group for instruction as follows: total group instruction -- science and social studies; register group instruction (grouping based on listings in teachers' rollbooks) -- mathematics and spelling; and, ability group instruction -- reading.

Grade 1, Paired Class Register 32 No. Children Present 28

Observed Daily Schedule

<u>Clock Time</u>	<u>Content</u>	<u>Type of Instruction</u>	<u>Materials of Instruction</u>	<u>No. of Children</u>	<u>No. of Teachers Present Involved</u>	
9:00	Opening	Pledge, Song, Attendance		28	2	1
9:10	L.A.	Exper. Chart, class news		28	2	1
9:30	L.A.	Exper. Chart, June		28	2	1
10:00	Math	Drill on 6, Discs. Blkbd.		28	2 ^a	1
10:30	Bathroom			28	1	
10:45	Reading	Families of Words	Blackboard	28	2	1
11:15	Lunch					
12:15	Attendance			28	2	1
12:20	Reading Groups	Basal readers and workbooks		4/16/3/5	2	2
1:20	Handwriting	Copying chart		28	1 ^b	1
1:50	Snack			28	1 ^b	1
2:10	Listening	Story, <u>Curious George</u>		28	2	1
2:30	Recess	Playground, free play		28	2	2
2:50	Art	Drawing, crayons, paper		28	2	1

^aOne classroom teacher and one cluster teacher (one teacher's preparation period).

^bOther teacher's preparation period.

Grade 2, Paired Class

Register 35

No. Children Present 33

Observed Daily Schedule

<u>Clock Time</u>	<u>Curric. Area</u>	<u>Content of Instruction</u>	<u>Materials of Instruction</u>	<u>No. of Children</u>	<u>No. of Teachers</u> <u>Present Involved</u>	
9:00	Attendance				2	2
9:10	L.A.	Exper. Chart Class news	Blackboard	33	2	1
9:15	Science	Lecture Sun & Moon	Blackboard	30	1	1
9:45	Reading	Oral rdg., word recog.	Trade books	1/1/1 (10" ea.)	1	1
9:45	Handwriting	Copying comparison chart on the sun and moon		33	2	1
10:00	Math (Group A)	Test, then drill	Flashcards	15	1	1
	Spelling ^a (Group B)	Lecture, recitation	Rules for capital letters	18	1	1
10:30	Math (Group B)	Drill adding	Blackboard	18	1	1
	Recess (Group A)	Games	Playground	15	1	1
11:15	Lunch					
12:15	Reading Groups	Vocab., oral rdg., compre.	Basal readers workbooks	^b 22/10/5	2	2
1:00	Recess (Group B)	Games	Playground	18	1	1
	Spelling	Practice words	Blackboard	15	1	1
1:30	Lang. ^a Concepts (Group A)	Discussion size-time	Calendars longer-shorter	18		
	(Group B)	Discussion	Descriptive words	15	1	1
2:00	Listening Soc. Stu.	Story	"Juanito"		2	2
2:20	Speech	Vocab. building	Games		1 ^c (cluster tchr.)	1

^aIn library.^bPlus four brightest children from another class.^cTeachers on preparation period.

Other Classes: Reading Group Size

The Teacher Questionnaire (to teachers other than those included in the sample) included the question, "What is the average size of the group to which you give instruction in reading?" Table 16 reports responses of first- and second-grade teachers.

TABLE 16
READING GROUP SIZE REPORTED BY TEACHERS IN
OTHER SCHOOLS (QUESTIONNAIRES)
GRADE 1, N=220 GRADE 2, N=87

	2-5	6-10	11-15	16-20	21-25	26,up
Grade 1, Single (N=66)	7	22	22	8	5	2
Grade 1, Paired (N=149)	39	42	46	18	4	0
Grade 1, Floater (N=5)	<u>0</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	46	67	70	26	9	2
Grade 2, Single (N=59)	3	19	16	10	7	3
Grade 2, Paired (N=20)	0	1	4	9	5	1
Grade 2, Floater (N=9)	<u>0</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>0</u>
TOTAL	3	23	23	22	12	4

The average size of first-grade reading groups was a little less than 15 children. Second-grade reading group size tended to be larger than first-grade size.

Content and Materials of Instruction: Grades 1 and 2

Reading was taught essentially by the basal textbook-workbook approach. In addition to the traditional basal readers, the newer Bank Street Readers, highly structured phonics or linguistics programs (Stern Structural, Economy Press, Miami Linguistics), and Science Research Associates (SRA) kits were used. Some classes used basal readers from only one publisher, while others used a variety. Many classes had multi-ethnic readers and workbooks. Some classes used only basal readers while

others used basal readers combined with a phonics or linguistics program, consisting of charts and workbooks; some used SRA alone, and others used the kits in combination with basal readers. In addition to one school and a few isolated classes participating in special programs, only one second grade had an individualized program using trade books after they had completed the "required" basal readers.

The curriculum and materials used in paired and single classes at each grade level were essentially of the same type. A total of 56 first-grade classes and 46 second-grade classes were observed, some for a whole day and others for a half day. Phonics, word recognition and vocabulary development, oral reading, and comprehension were based on basal or other structured textbook, workbook, or chart content. The content emphasis of 132 first-grade and 99 second-grade lessons (noted during the winter observations) is presented in Table 17.

TABLE 17

CONTENT EMPHASIS IN LESSONS OBSERVED IN READING AND OTHER
LANGUAGE ARTS - WINTER OBSERVATIONS

Task	Grade 1		Grade 2	
	N=132 ^a	Percent	N=99 ^a	Percent
Phonics	29	22	14	14
Word Recognition	29	22	22	23
Oral Reading	23	17	16	16
Comprehension	15	11	17	17
Concept Development	5	4	4	4
Experience Charts	10	8	2	2
Listening (Literature)	10	8	9	9
Informal Diagnostic Testing	1	1	3	3
English Vocabulary	5	3.5	9	9
Other	5	3.5	3	3

^aRefers to number of lessons observed in 56 grade-one classes and 46 grade-two classes.

The category, English Vocabulary, refers to subgroupings of non-English speaking children. Listening (also referred to as literature) related to stories, usually trade books that were read to the class by the teachers. Informal Diagnostic Testing was notably absent from the major portion of the observations. The entries in the final category, Other, were mainly a result of unclear designation of content, such as "black-board."

The group writing of "experience" charts, or stories, took place in many classrooms, particularly first grades. If the chart was made as part of a lesson in another curriculum area, science, for example, it was recorded as science. However, if the emphasis was on reading skills rather than on chart content, it was included with reading. Chart-making was implemented in a variety of ways, but it usually was highly teacher controlled as described in the first comment below. The second comment is illustrative of good use made of children's experiences.

One of those typical chart stories -- planned, written, and decided by the teacher. The children were observers, not participants. No attention to new vocabulary, meaning, or comprehension. The story was about the month of February, just beginning. (First grade.)

Excellent! Children picked a word from a pocket chart (teacher made). They read the story, or chart, previously made up, which contained the word. Stories all about things they had in the class -- their new student teacher, etc.

Trade books were present in 53 of 56 of the classrooms, though the supply was regarded as limited in 24 of 56 first-grade rooms and in 11 of 46 second-grade rooms. Five rooms at each level had no trade (library) books. (See Appendices 14 and 15 for materials present and in use in the classrooms observed.) The books constituted classroom libraries, and they were sometimes read by children after other work was completed. In only seven classes at each grade level were trade books observed in use.

About half (29 of 56) of the first-grade classrooms had an adequate supply of reading games (word lotto, word and letter puzzles, etc.) in view in the room. In 16 first-grade classrooms the game supply was limited, and in 12 classrooms no games were in evidence. However, there was not one observation of games in use in a first-grade classroom. The game supply was more limited in second-grade classrooms, with only 11 notations of an adequate number of games and nine notations of a limited supply available. In only one second grade were games observed in use.

Teacher-made materials for use in the reading and language-arts program were in view and deemed adequate in 36 of 54 first-grade classrooms and in 33 of 46 second-grade classrooms. The bulk of such materials

consisted of worksheets by teachers. However, in only nine first-grade classes and three second-grade classes was there a notation of teacher-made materials in active use.

Other materials that were observed in use in the reading and language-arts program were: For first grade -- pictures (6), tape recorder (2), record player (6), flannel board (1), puppets (6), and other materials for dramatics (4). For second grade: pictures (3), a record player (1), and a flannel board (1). In some classrooms materials were not available, and in many others much of the variety of materials in evidence was not in use.

The dominance of a structured, basal, and phonics (essentially code-breaking) approach to reading was seen in the overwhelming use of the various printed (publisher) programs. Ratings were made of appropriateness of the materials to the task of a specific lesson, and the individual needs of children making up the instructional group. Observers were not asked to judge the choice of the reading task; rather, they were asked to judge whether the materials used were appropriate to the selected task. For example, if a teacher was dealing with syllabication (or phonics, etc.), how appropriate were the materials used? Recall that the materials of instruction were mainly basal or other structured programs, and that the most frequent tasks were phonics, word recognition and vocabulary development, oral reading, and comprehension -- the tasks emphasized in those programs. Table 18 reports rating of appropriateness of materials used to the task of the lessons observed in the spring visits. (This indicates mainly how well teachers were using materials in relation to the aim or task of the lesson.)

TABLE 18

APPROPRIATENESS OF MATERIAL USED TO THE TASK
OF THE LESSON - SPRING OBSERVATIONS

Rating	Grade 1		Grade 2	
	N=155 ^a	Percent	N=116 ^a	Percent
Appropriate & a variety used	35	23	12	10
Appropriate, but no variety	93	60	81	70
Slightly appropriate	13	8	20	17
Not appropriate	<u>14</u>	9	<u>3</u>	3
Total	155		116	

^aRefers to the number of lessons observed in 56 grade-one and 46 grade-two classes.

Proportionately, the collection of materials was slightly more varied among first grades, through the addition of teacher-made materials to supplement the standard basal materials. Use of combinations of materials and related activities, puzzles, games, worksheets, all directed toward the same task, were noted in the following descriptions by observers.

Sequence cards made by the teacher were excellent materials to get non-English speaking children to speak English -- to tell a story in sequence. This is a skillful teacher. She should be working only with NE children in a single class setting with much less movement for her and the children. I'm not sure they profit as much from being with English speaking kids as they would by being segregated with this type of teacher.

Before they got to the book, the teacher used a chart with the new words to be found in the story [Bank Street Readers]. Children read that. Then they went to the book. Read after a nice discussion of the major ideas of the story. Some choral reading -- others read individually. After they read, they wrote a chalkboard story to summarize the story and drew pictures containing these elements.

In 27 out of 155 lessons (17 percent) in first grade, and in 23 out of 116 (20 percent) in second grade, materials were judged only slightly appropriate or not appropriate to the task of the lesson.

A separate judgment was made as to the appropriateness of materials to the background needs of the children. Background needs referred to ethnic identity and to level of achievement. Were the materials right for the readiness level of the children and could the children identify with the characters and content? Table 19 reports these ratings.

TABLE 19

APPROPRIATENESS OF MATERIALS USED TO THE
BACKGROUND NEEDS OF CHILDREN

Rating	Grade 1		Grade 2	
	N=155 ^a	Percent	N=116 ^a	Percent
Background needs considered, and a variety used	21	14	13	11
Background needs considered, but no variety	55	35	35	30
Background needs slightly considered	44	28	23	20
Not relevant to background needs	33	21	43	37
Don't know	<u>2</u>	2	<u>2</u>	2
Total	155		116	

^aRefers to number of lessons observed in 56 grade-one and 46 grade-two classes.

In about half (77 out of 155 in grade one and 66 out of 116 in grade two) of the lessons, background needs were only slightly considered or the materials were judged not relevant. Although a number of classes observed did not have multi-ethnic readers, a fact which might cause such unfavorable ratings, the most frequent observer comments noted background (individual) needs not being met in relation to the high level of difficulty of materials, compared with low level of achievement of the children in the instructional group. The following observer descriptions illustrate the reason for the unfavorable ratings:

The whole morning consisted of total class instruction with no provision for the differences which were apparent in the class. Although the teacher was "nice" to the children, it was obvious she was not aware of their needs. They all read from the basal reader at the same time after a review of the s sound. (Second Grade.)

This was the top first grade and all total group instruction took place. Most of the children were beyond the first preprimer, yet all read in chorus (story chart --

Economy Press). At least one child is on an advanced reading level, but he read with the group, too.

Lesson well-developed but entirely through mass instruction. Teacher assumed 20 children were each able to learn 15 new words at one time. (Second Grade.)

A fast and a slow group were combined and I wondered why, or how, they could be combined for this type of lesson. The slower group failed to recognize many of the letters and the fast group knew them all. The teachers are working in a difficult situation with a 1-2 and 1-7 class paired to create a "heterogeneous" grouping.

Some observers noted that the traditional basal content was simply not relevant to the background or interests of the children, and that it stimulated only minimal participation and no "sparks." Here is one observer's comment:

My judgment regarding appropriateness is based not so much on the level of difficulty of the material dealt with; rather it is based on the remote, tired old subjects -- Dick and Jane. There surely could be more meaningful material developed.

The ratings reported in the tables just presented indicate that the materials teachers used tended to fit the task set for a lesson, but not the children. Background needs were not being met approximately half of the time.

Organization for Instruction in Other Curriculum Areas

During winter and spring observations, observers kept a record of instruction in science, social studies, mathematics, arts, music, and physical education. The content of lessons, grouping of children, and the number of teachers involved were noted. The same morning and afternoon classes were observed winter and spring.

Number of Lessons and Group Setting: Grade 1

Table 20 presents a summary of the instruction in curriculum areas other than reading and language arts that took place in first-grade paired classes. Mathematics instruction was the most frequently observed area, with a total of 53 lessons during the 105 half-day observations reported. Arts (31), music (28), and physical education (20), were the next most frequently occurring areas. The areas which occurred least frequently in the curriculum were science (15) and social studies (10).

Although it is possible that work related to social studies occurred during lessons that were recorded as language-arts lessons, the emphasis in those lessons was primarily on reading or language skills, rather than social science concepts.

There was a preponderance of total-class grouping in these paired classes. Of 156 lessons in curriculum areas other than reading and language arts, 132 were total-class groupings, 16 were class subgroups, and eight were groupings of more than one class. Eight of the subgroups were in mathematics (out of 53 mathematics lessons reported). Seven of eight notations of combining more than one paired class were in arts, music, or physical education.

The number of teachers present and involved, during each of the 156 lessons, split among three categories: one teacher was present during 42 lessons; two or more teachers were present, but only one was involved in instruction, in 63 lessons; and two or more teachers were present and involved in 51 lessons. The presence of only one teacher during 42 lessons reflects teachers covering for each other during preparation periods. The fact that in 63 lessons, only one of two teachers present was involved supported frequent observer reports of "taking turns" -- one paired teacher watching or working at her desk, while the other teacher assumed the responsibility for instruction in curriculum areas other than reading and other language arts. Only one-third (51 out of 156) of the time, were both teachers actively involved in instruction in other curriculum areas in paired first-grade classrooms.

The frequency of occurrence of lessons in the respective curriculum areas in single first-grade classes was similar to that found in paired first-grade classes.

Table 21 presents data on observations of 40 lessons in other curriculum areas during 24 half-day observations in single first-grade classrooms. Mathematics received the most mentions (12); next were art (9), physical education (8), and music (6). The number of science (2) and social studies (3) lessons was again the lowest.

No subgrouping took place. Thirty-eight of the lessons took place in the total class setting, and two lessons in settings of more than one class group. Only one teacher was present in 39 of the 40 lessons. The one instance of two teachers present and involved was in physical education, when two classes were together.

TABLE 20

SUMMARY OF INSTRUCTION IN AREAS OTHER THAN LANGUAGE ARTS
FOR ALL GRADE 1 PAIRED WINTER AND SPRING OBSERVATIONS^a

Curriculum Area	No. Lessons Observed	No. Observation of			No. Observations of Only One Teacher Present	No. Observations of 2 or More Tchrs. Pres., 1 Involved	No. Observations of 2 or More Tchrs. Present and Involved
		More Than One Class Group	One Total Class Group	Sub-Group			
<u>SCIENCE</u>							
Winter	7	0	6	1	0	5	2
Spring	8	1	7	0	6	2	0
<u>SOCIAL STUDIES</u>							
Winter	7	0	7	0	2	4	1
Spring	3	0	2	1	0	1	2
<u>MATHEMATICS</u>							
Winter	23	0	20	3	5	10	8
Spring	30	0	25	5	5	11	14
<u>ARTS</u>							
Winter	14	2	11	1	6	6	2
Spring	17	0	16	1	5	7	5
<u>MUSIC</u>							
Winter	16	2	13	1	3	6	7
Spring	11	2	8	1	5	4	2
<u>PHYS. EDU.</u>							
Winter	8	1	7	0	1	3	4
Spring	12	0	10	2	4	4	4
TOTAL	156	8	132	16	42	63	51

^aNo. AM paired-class observations 44; No. PM paired class observations 61; totaling 105.

TABLE 21

SUMMARY OF INSTRUCTION IN AREAS OTHER THAN LANGUAGE ARTS
FOR ALL GRADE 1 SINGLE WINTER AND SPRING OBSERVATIONS^a

Curriculum Area	No. Lessons Observed	No. Observations of			No. Observations of Only One Teacher Present	No. Observations of 2 or More Tchrs. Pres., 1 Involved	No. Observations of 2 or More Tchrs. Present and Involved
		More Than One Class Group	One Total Class Group	Sub-Group			
<u>SCIENCE</u>							
Winter	1	0	1	0	1	0	0
Spring	1	0	1	0	1	0	0
<u>SOCIAL STUDIES</u>							
Winter	2	0	2	0	2	0	0
Spring	1	0	1	0	1	0	0
<u>MATHEMATICS</u>							
Winter	2	0	2	0	2	0	0
Spring	10	0	10	0	10	0	0
<u>ARTS</u>							
Winter	5	0	5	0	5	0	0
Spring	4	0	4	0	4	0	0
<u>MUSIC</u>							
Winter	3	1	2	0	4	0	0
Spring	3	0	3	0	2	0	0
<u>PHYS. EDU.</u>							
Winter	4	1	3	0	3	0	1
Spring	4	0	4	0	4	0	0
TOTAL	40	2	38	0	39	0	1

^aNo. AM single-class observations 7; No. PM single-class observations 17; totaling half-day observations 24.

Number of Lessons and Group Setting: Grade 2

Table 22 presents data on lessons in other curriculum areas in paired second-grade classes.

The predominant pattern of one paired teacher involved in instruction in other curriculum areas emerged, as it did for paired first-grade classes. Again, there were reports of paired teachers covering preparation periods for each other, and, when both were present, following the "taking turns" pattern.

Second-grade single class observations of other curriculum areas are reported in Table 23.

The relationship of number of lessons in each curriculum area to the total number of lessons was roughly the same for single second grades as it was for paired second grades. Some second grades did have paraprofessionals, and they may have inadvertently been recorded as teachers, accounting for the presence of the other six notations of more than one teacher present, or an auxiliary (i.e., speech) teacher could have been present along with the classroom teacher.

With the exception of music, the frequency of lessons in the respective curriculum areas, as they related to the total number of lessons, was much the same in first- and second-grade programs. (Music occurred more frequently in first grade than in second grade.) Mathematics was present most frequently, and social studies and science were present least frequently.

TABLE 22

SUMMARY OF INSTRUCTION IN AREAS OTHER THAN LANGUAGE ARTS
FOR ALL GRADE 2 PAIRED WINTER AND SPRING OBSERVATIONS^a

Curriculum Areas	No. Lessons Observed	No. Observations of			No. Observations of		No. Observations of 2 or More Teachers Present, 1 Involved	No. Observations of 2 or More Teachers Present and Involved
		More Than One Class Group	One Total Class Group	Sub-Group	Only One Teacher Present	2 or More Teachers Present, 1 Involved		
<u>SCIENCE</u>								
Winter	1	0	1	0	0	1	0	0
Spring	4	0	4	0	2	3	0	0
<u>SOCIAL STUDIES</u>								
Winter	1	0	1	0	0	1	0	0
Spring	2	0	2	0	1	1	0	0
<u>MATHEMATICS</u>								
Winter	12	0	8	4	1	8	3	3
Spring	11	0	8	3	5	4	1	1
<u>ARTS</u>								
Winter	3	0	2	1	2	0	1	1
Spring	4	0	4	0	4	0	0	0
<u>MUSIC</u>								
Winter	0	0	0	0	0	0	0	0
Spring	0	0	0	0	0	0	0	0
<u>PHYS. EDU.</u>								
Winter	3	0	3	0	3	0	0	0
Spring	2	0	0	2	2	0	0	0
TOTAL	43	0	33	10	20	18	5	5

^aNo. AM paired-class observations 14; No. PM paired-class observations 17, totaling half-day observations 24

TABLE 23

SUMMARY OF INSTRUCTION IN AREAS OTHER THAN LANGUAGE ARTS
FOR ALL GRADE 2 SINGLE WINTER AND SPRING OBSERVATIONS^a

Curriculum Areas	No. Lessons Observed	No. Observations of			No. Observations of Only One Teacher Present	No. Observations of 2 or More Tchrs. Pres., 1 Involved	No. Observations of 2 or More Tchrs. Present and Involved
		More Than One Class Group	One Total Class Group	Sub-Group			
<u>SCIENCE</u>							
Winter	4	0	4	0	4	0	0
Spring	2	0	2	0	2	0	0
<u>SOCIAL STUDIES</u>							
Winter	2	0	2	0	2	0	0
Spring	2	0	2	0	2	0	0
<u>MATHEMATICS</u>							
Winter	18	0	18	0	17	0	1
Spring	16	0	14	2	13	2	1
<u>ARTS</u>							
Winter	7	0	7	0	7	0	0
Spring	3	0	3	0	3	0	0
<u>MUSIC</u>							
Winter	1	0	1	0	1	0	0
Spring	3	0	3	0	2	1	0
<u>PHYS. EDU.</u>							
Winter	8	2	6	0	6	1	1
Spring	9	2	7	0	7	0	2
TOTAL	75	4	69	2	66	4	5

^aNo. AM single-class observations 30; No. PM single-class observations 29; totaling half-day observations 59.

Content of Instruction: Grades 1 and 2

The unit approach, as a core around which investigation and learning and, thus, skills are acquired and applied, was not utilized in social studies and science. In these areas the pattern consisted generally of isolated lessons (there were some reports of a series of lessons on a topic), with few concrete, manipulative (commercial, or teacher- and/or child-made) materials utilized. The prevalent format was lecture-discussion, with some use of audiovisual materials, such as filmstrips, pictures, or a TV program. When observers reported good implementation of the basal and phonics approach in reading, where many children in a class were reading at or above grade level, they also noted that there still was virtually no application of reading -- reading to find out or for relaxation and enjoyment during the school day.

The content of instruction in mathematics was essentially practice (drill) work, although there were more concrete, manipulative materials in evidence for mathematics than for science. Concrete materials were used more by teachers for demonstration purposes than by children working at their seats. Counters of one kind or another were the most frequently used manipulative materials by children. (See Appendices A14 and A15 for materials.) Workbooks or teacher-made worksheets were used frequently. There was little evidence of the use of children's everyday experiences to show need for mathematics or for application of mathematics.

Paper, crayons, scissors, and paste were the more used materials during art periods, although painting, collage, plasticene (clay), and sewing were reported. These tended to be informal work periods. Music was usually group singing of rote songs. Listening to music, as part of specific music time, was reported twice. Use of instruments was reported several times. Physical education took place in gyms or in lunchrooms which doubled as gyms, in outside play areas, and in the classroom when health education was the topic. Sometimes games, including singing games, were organized; sometimes equipment (balls, jump ropes, etc.) was provided and free play prevailed; and sometimes children marched to music.

Three questions pertaining to paperback books were asked on the questionnaires sent to teachers in April: (1) Have you received paperback books to send home with each child? (2) If yes, how many? (3) How do you rate the quality and appropriateness of the books received? Tables 24, 25, and 26 report the responses received.

TABLE 24

NUMBER OF CLASSES RECEIVING PAPERBACK BOOKS
(QUESTIONNAIRES)
N=299^a

Classroom Setting	Yes	No
Grade 1, Single N= 66	50	16
Grade 1, Paired N=154	121	33
Grade 2, Single N= 59	47	12
Grade 2, Paired N= 20	16	4
Totals	234	65

^aNine questionnaires from grade 2 floater teachers are excluded from this tabulation.

TABLE 25

NUMBER OF PAPERBACK BOOKS RECEIVED PER CHILD
(QUESTIONNAIRES)
N=234

		Number of Books Per Child						No
		1	2	3	4	5	6	Response
Grade 1, Single	N= 50	9	14	22	3	0	0	2
Grade 1, Paired	N=121	28	40	42	6	2	0	3
Grade 2, Single	N= 47	6	18	18	3	0	1	1
Grade 2, Paired	N= 16	3	2	6	4	1	0	0
Totals	234	46	74	88	16	3	1	6

TABLE 26

QUALITY AND APPROPRIATENESS OF BOOKS RECEIVED^a
N=234

Rating	Grade 1		Grade 2		Total
	Single	Paired	Single	Paired	
Excellent	12	20	13	2	47
Very good	15	45	9	5	74
Good	17	32	20	4	73
Fair	5	20	5	2	32
Poor	6	14	4	2	26
No response	14	25	9	4	52

^aWhere totals do not equal the number of teachers responding, teachers made more than one response.

Not all of the classes of teachers responding had received paperback books by April. Of those classes receiving books, the majority received two or three books per child. The number of ratings of good to excellent was 194 and the number of ratings of fair-poor was 58.

Questions regarding the enrichment of materials for reading readiness or formal reading were not included, because teachers had no way of knowing which materials they received came from the additional money appropriated. Also, because of the vast number of inexperienced teachers, who had no basis for comparison, questions asking for the amount of instructional material received this year as compared with last year were not included.

The 23 coordinators in the sample were asked questions regarding the provision and effectiveness of materials. Responses to the question, "How adequate have the provisions been of materials and equipment in your program?" were as follows: more than adequate (7); adequate (10); less than adequate (6). A sample of comments by coordinators follows:

Materials have been ordered, but haven't been received yet . . . Pleased to be able to order. Those that have been received are used effectively.

Material available and used. Teachers catch enthusiasm for materials from each other and become competitive in their use.

A.V. materials stolen recently. Materials available are not greatly used by teachers. Reading materials are well used. Social studies materials are available and used for language development.

Multi-racial books, toys, puzzles, etc., are here, but not as many as you would like, especially A.V. and social studies material.

Responses to the question, "How effective do you think these materials and equipment are? (consider availability, frequency of use, quality, and variety)," were as follows: very effective (11); moderately effective (5); slightly effective (3); ineffective (2) and no response (2). The responses in the three categories other than "very effective" support observations of lack of use of a variety of materials; the following observer comment is representative:

Instruction lacks a creative dimension. The curriculum is all reading for reading's sake. Some diversity of activity would help. The children spend the greater part of their day reading orally from text and workbooks and reciting orally as directed by the teacher. They sorely need instructional activities and expansion of their curriculum.

If "enrichment materials" is interpreted to mean materials other than text and workbook materials, they were either not available or not in use in most of the programs observed.

SUMMARY

Centrally scheduled subgroups were set up in fifteen first-grade programs and eleven second-grade programs. The basis for subgrouping was essentially achievement or ability.

Classroom grouping practices for reading and other language-arts instruction tended to relate to the number of teachers present in a classroom, although there was evidence of some subgrouping in single-teacher classrooms (mainly those with high registers), and total-class grouping in some paired-class settings, mainly at first-grade level. The average size of reading groups was around fifteen children.

Reading and other language-arts instruction took up half, or more, of the school day. The content of these lessons was almost exclusively

basal or other structured text programs. Other materials than text materials were present in many classrooms, but not often found in use. The materials used were more often found appropriate to the task of a lesson than they were to the background needs (both in terms of learning readiness and ethnic identity) of the children in the instructional groups.

The amount of instruction in other curriculum areas occurred, roughly, in the following descending order for both first and second grade: mathematics, art, physical education, music, social studies, and science. Total-group instruction by an individual teacher was the dominant pattern, with some subgrouping noted for mathematics instruction. In most paired classrooms, the two teachers alternated responsibilities for teaching in these areas, again with the occasional exception of mathematics.

Out of 298 first- and second-grade classrooms, 234 received paperback books and 64 did not. Of those receiving books, the majority reported receiving two or three books per child. A large majority (194) of the teachers responding rated the books received as appropriate; there were 58 ratings of fair to poor. A variety of enrichment materials was not found in use in the classrooms observed.

CHAPTER V

SCHOOL PERSONNEL AND OBSERVER PERCEPTIONS

Perceptions of School Personnel

District ECE supervisors, principals, coordinators, and a broad sample of first and second grade teachers were asked their perceptions of the program. Tables 27 and 28 present their reactions to the first and second-grade programs in their schools, or districts (ECE supervisors).

TABLE 27

SCHOOL PERSONNEL REACTIONS TO THE FIRST GRADE PROGRAM

Rating	ECE Supervisors		Principals		Coordinators		Single Teachers		Paired Teachers	
	N=16	Per-cent	N=25	Per-cent	N=25 ^a	Per-cent	N=66	Per-cent	N=154	Per-cent
Completely positive	1	6	7	28	3	12	13	20	8	5
Strongly positive, but not completely	12	75	11	44	12	48	27	41	64	42
Slightly positive	3	19	4	16	4	16	17	26	45	29
Slightly negative	0		2	8	3	12	6	9	11	8
Strongly negative, but not completely	0		1	4	1	4	2	3	16	10
Completely negative	0		0		2	8	1	1	10	6

^aIncludes 23 assigned coordinators and two assistants to principal who were also filling role of coordinator.

TABLE 28

SCHOOL PERSONNEL REACTIONS TO THE SECOND GRADE PROGRAM

Rating	ECE Supervisors		Principals		Coordinators		Single Teachers		Paired Teachers	
	N=16	Per-cent	N=25	Per-cent	N=25 ^a	Per-cent	N=59	Per-cent	N=20	Per-cent
Completely positive	0		6	24	5	20	7	12	0	
Strongly positive, but not completely	7	44	12	48	9	36	29	48	8	40
Slightly positive	5	31	4	16	5	20	17	29	3	15
Slightly negative	2	12.5	3	12	1	4	1	2	1	5
Strongly negative, but not completely	2	12.5	0		1	4	3	5	6	3
Completely negative	0		0		2	8	1	2	2	10
No response	0		0		2 ^b	8	1	2	0	

^aIncludes 23 coordinators and two assistants to principal who were filling this role as well.

^bTwo coordinators did not respond because the program was not implemented in second grades.

A large majority of the respondents (231 out of 286 for first grade and 117 out of 145 for second grade) had varying degrees of positive feeling about the program. Proportionately, paired teachers indicated more reserved positive feelings.

Tables 29 and 30 indicate personnel recommendations about the continuation of the first-and second-grade SEC programs.

TABLE 29

SCHOOL PERSONNEL RECOMMENDATIONS ABOUT CONTINUATION
OF THE FIRST GRADE PROGRAM

Rating	ECE Supervisors		Principals		Coordinators		Single Teachers		Paired Teachers	
	N=16	Per- cent	N=25	Per- cent	N=25	Per- cent	N=66	Per- cent	N=154	Per- cent
Continue as now organized	4	25	7	28	7	28	23	35	19	12
Continue, but modify	12	75	16	64	15	60	36	55	103	67
Discontinue	0		2	8	3	12	6	9	25	16
Undecided	0		0		0		1	1	7	5

TABLE 30

SCHOOL PERSONNEL RECOMMENDATIONS ABOUT CONTINUATION
OF THE SECOND GRADE PROGRAM

Rating	ECE Supervisors		Principals		Coordinators		Single Teachers		Paired Teachers	
	N=16	Per- cent	N=25	Per- cent	N=25	Per- cent	N=59	Per- cent	N=20	Per- cent
Continue as now organized	3	19	8	32	10	40	17	29	2	10
Continue, but modify	13	81	16	64	9	36	37	62	12	60
Discontinue	0		1	4	3	12	1	2	6	30
Undecided	0		0		1	4	3	5	0	
No response	0		0		2	8	1	2	0	

Most respondents thought the program should be continued, but with modifications. Proportionately, fewer paired teachers favored continuation of the program. Examination of responses to questions that asked for problems resolved and unresolved, and recommendations for improvement of the program gave an indication of kinds of modifications respondents had in mind. Table 31 presents the major areas of stated resolved and unresolved problems and frequency of mentions. (See Appendix A16 for a list of subcategories that comprised the major categories, and Appendix A17 for the frequency of mentions by each personnel group.)

TABLE 31
SUMMARY OF PROBLEMS RESOLVED AND UNRESOLVED

Problems	Grade 1 ^a		Grade 2 ^b	
	Resolved	Unresolved	Resolved	Unresolved
Overall Program Organization	107	202	77	78
Instructional Groupings	106	43	47	24
Individualizing Instruction	94	5	54	14
Professional Growth of Teachers	78	51	18	14
Instructional Program	51	54	42	34
Pupil Progress	25	37	9	11
Teacher-Pupil Relations	24	0	12	0
Materials and Equipment	16	41	6	18
Parent-Community Relations	8	21	4	5
Space	0	74	0	30

^a Responses were contributed by 286 respondents, total body of personnel included in Table 29.

^b Responses were contributed by 145 respondents, total body of personnel included in Table 30.

It was not surprising that, in the first year of a new program, many problems related to overall program organization and instructional groupings. Organization was reflected, indirectly, in other categories when a cause-effect relationship was mentioned such as greater pupil growth in reading because of smaller instructional groupings, or fragmentation of the instructional program because of pairing.

In the category, Overall Program Organization, a concentration of responses related to the pairing of teachers (46 resolved; 99 unresolved) by both supervisory personnel and teachers. Where problems in pairing were reported as resolved, respondents cited better interpersonal relations, though there were mentions of "minimal" and "resigned." Personality clashes, conflicting teaching styles, and "...two teachers of equal authority in the same room," were cited as unresolved problems related to pairing.

Another concentration of responses, contributed by both supervisory staff and teachers, pertained to provisions for dealing with discipline problems and children with special learning needs because of inability to maintain control (22 resolved; 48 unresolved). Where this problem was resolved, reference was made to greater control because of two teachers in the classroom. Where these problems remained unresolved, the lack of provision for additional special services in the overall program organization was most frequently cited.

In the category, Instructional Groupings, the problems resolved referred mainly to the smaller size of instructional groups; problems unresolved referred mainly to large class size and, to a lesser degree, to heterogeneous groups where there was a wide range of ability within the class.

Problems resolved in the category, Individualizing Instruction, centered on teachers' perceptions that they were able to give more individual attention to children. There were more supervisors who cited need for more individualization as an unresolved problem than teachers; some teachers mentioned not meeting the individual needs of slower and faster children.

Problems resolved in the category, Professional Growth, centered on more sharing and cooperation among teachers, and growth as a result of pairing experienced and inexperienced teachers. Unresolved problems were contributed mainly by supervisory staff who cited ineffective teaching, teacher absenteeism, and personality clashes in paired classes; teachers cited lack of helpful supervision.

In the category, Instructional Program, problems resolved centered on the reading program. Unresolved problems related mainly to additional staff needs. In the perception of supervisors and teachers alike, the instructional program suffered because specialists and/or special classes were not available for helping very slow readers, retarded children, or disturbed and "disruptive" children. A weakened instructional program, caused by split sessions, was reported as an unresolved problem by 16

teachers. (Two principals cited split sessions as having resolved an overall organizational problem.)

In the category, Pupil Progress, problems resolved centered on children's achievement in reading. Unresolved problems centered on the inability of children to adjust to changing teachers in paired settings, and on time wasted during coverage of teacher preparation periods. Also, progress was sometimes noted as limited because of late admissions, absence, and transient student population.

Only resolved problems were mentioned in the category, Teacher-Pupil Relations. "Better relations with children," was the main response; this was attributed to smaller class size and getting to know children better.

There were more respondents who reported unresolved problems related to Materials and Equipment than did those who reported resolved problems. Where problems were resolved, respondents cited more materials available and one person reported the establishment of a resource materials center. The unresolved problems centered on lack of quantity and variety of materials, insufficient provisions for circulation of materials, and bolted down desks.

Problems pertaining to Parent-Community Relations were most often left unresolved. The problem most frequently cited was difficulty in getting parents involved. Problems resolved usually referred to more efforts to inform parents, but there was limited success in involving parents, in the educational process.

No problems of Space were mentioned as resolved, other than arriving at schedules to utilize available space during regular daily sessions, or going to split sessions, which were categorized in overall program organization. Supervisory and teaching personnel alike cited crowded classrooms in paired classes, lack of space for small-group work, and the inability to reduce all class ratios, due to lack of classroom space.

Recommendations

The frequency of mentions in the various areas of recommendations indicated the major areas of concern. The recommendations dealt primarily with organizational arrangements related to class size, deployment of teaching personnel among regular and special classes, instructional groupings, and scheduled planning time. Table 32 summarizes school personnel recommendations. (For detailed breakdown of Table 32 see Appendix A18.)

TABLE 32

SUMMARY OF SCHOOL PERSONNEL RECOMMENDATIONS
N=362^a

Subject of Recommendations	Frequency of Mentions
Class Size and Organization	184
Special Services and Staff	152
Teacher Involvement in Training and Planning for Instruction	122
Instructional Groupings	66
Materials and Equipment	65
Space	64
Parent-Community Relations	38
The Coordinator	29
Instructional Program	21

^aRepresents all grade 1 and 2 teachers, principals, coordinators, and ECP supervisors who were interviewed and/or responded to questionnaires.

Of the 184 recommendations in the category, Class Size and Organization, 124 respondents specifically recommended single classes with reduced registers of 1/15 or 1/20. General reduction of class size received 20 recommendations, and 40 recommendations related to accommodations for paired classes, such as giving teachers a choice of partners. (See Appendix A18.) Teacher preferences for classroom setting are presented in Table 33.

TABLE 33

CLASSROOM SETTING PREFERRED

Classroom Setting Preferred	Grade 1	
	Single Teachers	Paired Teachers
	<u>N=66</u>	<u>N=154</u>
Paired Class, 30 Children	1	29
Single Class, 15 Children	64	119
Other	1	6
Grade 2		
	<u>N=59</u>	<u>N=20</u>
Paired Class, 40 Children	0	3
Single Class, 20 Children	56	14
Other	3	3

The 64 recommendations in the category, Space, called for the provision of more overall and small-group space. Another collection of recommendations, not unrelated to space, were grouped to form the category, Special Services and Staff. These recommendations voiced need for specialists in the teaching of English as a foreign language, reading, and psychological services. There were a few recommendations for art and music cluster teachers trained in those areas. There were recommendations, too, for paraprofessionals to serve as classroom assistants, and for family assistants, who would serve as liaison between home and school. The proportion of supervisor recommendations in this category was greater than teacher recommendations. Supervisors were concerned with the addition of special teaching staff, their recruitment, selection, and assignment. Classroom teachers were concerned with their inability to cope with the special needs of all children and with disruption of instruction in the classroom.

The need for more attention to the instruction of non-English speaking children was cited by all. Some of the recommendations called for setting up special classroom groups and others for regularly scheduled intensive study subgroupings. Lack of provision in overall organization for discipline problems and the "disruptive child" was repeatedly cited and recommendations were made for setting up special, smaller classes for these children, for Junior Guidance classes, for more help from guidance

counselors, and, generally, for increased services from the Bureau of Child Guidance. The help of special reading teachers to work in and out of the classroom was the third area of concern within the recommendations for additional professional services.

Greater use of paraprofessionals received fewer mentions (roughly, one-third as compared with two-thirds); when paraprofessionals were recommended, it was more often for classroom work than home-related work. Some teachers recommended reduced ratios and an allotment of a paraprofessional, preferring the services of a paraprofessional, ". . . whom I can train according to my teaching style," to being paired with another teacher.

The need for modification of the instructional program was reflected in recommendations for additional specialized staff and services. Thus, the category, Instructional Program, is a small one and contains recommendations for curriculum content, such as more experimentation, more trips, and more attention to evaluation of pupil progress.

Concern for the instructional program was also reflected in recommendations categorized under the heading, Teacher Involvement in Training and Planning. Recommendations by supervisors constituted 64 of the 122 recommendations in this category; these referred mainly to making provisions for inservice teacher training, and also to providing time for cooperative teacher planning. Teacher recommendations centered on the need for helpful supervision and the provision of scheduled time for cooperative planning.

Thirty-two recommendations made by both supervisors and teachers reflected problems centered on "coverage" for preparation periods and called for a reevaluation, or better system for organizing preparation period coverage. It was very difficult to decide where to categorize the various recommendations concerning preparation periods, because they related to overall program and class organization, staff specialists (cluster teachers who cover preparation periods are often resource teachers with assigned specialities), to the instructional program, as well as to planning for instruction. Since preparation periods were established to provide time for teacher planning, it was decided to categorize specific recommendations related to preparation periods and cooperative planning here, and other related recommendations in the categories just referred to. Examples of specific recommendations were: (1) scheduling preparation periods late in the day, at the same time daily, at a time when planning could be done with other teachers; (2) not using ratio (floater) teachers or the coordinator for coverage; and (3) relating content taught during "coverage" to the curriculum of the classroom. There were additional recommendations related to preparation periods that had to be categorized elsewhere.

Recommendations for training teachers to become more effective reflected needs cited by both supervisors and teachers. The areas of recommendations were as follows:

1. orientation for new teachers;
2. orientation for all teachers when a new program is implemented;
3. workshops where new materials and their use are demonstrated, as well as methodology for dealing with curriculum content (particularly reading and mathematics) and control;
4. classroom demonstrations by the coordinator and other master teachers, as well as provision for interclass visitations;
5. continuous opportunities for cooperative planning by teachers (among the team of teachers responsible for instructing a given group of children, and among all teachers on a grade level) to explore and plan curriculum content, classroom management, flexible grouping procedures, specific teaching responsibilities, assumed by different teachers in relation to a topic or overall curriculum content, and guidelines for evaluating pupil progress.

Recommendations for cooperative planning and a better system of dealing with preparation periods were not unrelated; such recommendations as "... freedom from interruptions," and "... relate cluster teaching to enrich and complement other classroom activities," were made by teachers. Specific recommendations by two ECE supervisors follows:

A team of three teachers should service two classes. The additional teacher should give preparation periods and work with small groups for remedial work. This would maintain continuity for the children and minimize the movement of classes.

The trend toward smaller registers and more individual work with children on their own level is a very good one. The positive values of this program in that area should be maintained. However, teachers have varying teaching styles, and the effective use of each teacher in the team can be effected through training. If the program is to continue in its present form, time should be arranged for workshops.

About half (30 out of 66) of the recommendations in the category, Instructional Groupings, called for homogeneously based groupings, either classrooms or subgroupings. Only three recommendations were for more heterogeneous groupings, three for more small group instruction, and five for more multiclass activities, or large groupings. Fifteen

recommendations cited the need for more flexible groupings and schedules and for more experimentation with grouping. Five recommendations called for grouping in a way that would require less movement and confusion.

Of the 65 recommendations in the category, Materials and Equipment, 34 listed making available additional and more varied materials. Audio-visual materials and trade (library) books were most frequently mentioned. Fourteen recommendations were for the establishment of a school resource center where materials could be displayed and selected. Eight recommendations called for use of the school library by first- and second-grade children.

In the category, Coordinator, most recommendations called for more demonstrations. Two ECE supervisors recommended further training of coordinators and one teacher recommended that teachers help set guidelines for the role of coordinator. Proportionately, more ECE supervisors made recommendations in this category. One of their comments follows:

Regardless of program modifications next year, the position of early childhood coordinator should be maintained. Without their [coordinators'] efforts, this program would not have succeeded.

Recommendations in the category, Parent-Community Relations, dealt with getting more parent involvement, generally.

Parent Involvement

Teachers were asked how parents were oriented to the SEC program, what efforts were made by the school to inform and involve parents, and how effective the school was in involving parents. Only first-grade teacher responses were reported in Table 34.

TABLE 34

ORIENTATION OF PARENTS TO THE SEC PROGRAM (AS INDICATED
BY RESPONSES OF FIRST GRADE TEACHERS)
N=220^a

Activity	Number of Mentions
Meeting of all grade 1 parents in the fall	66
Joint meeting of all grade 1 and 2 parents	17
Letters sent home explaining the program	46
Other	24
No parent orientation	73

^aTotal is higher than base N of 220 because some teachers checked two categories.

Efforts to inform and involve parents took place mainly in large-group settings, except for parent-teacher conferences to report pupil progress. Kinds of activities, and the number of times they were mentioned follow: large-group meetings (120), parent conferences (84), P.T.A. activities (58), mailings (49), open house (41), and parents attending special classroom projects (27). There were one or two mentions of English classes for parents, a course in new mathematics, a family room in the school, coffee with the principal, parent representation at weekly coordination meetings, and special reading projects. Table 35 reports teacher ratings of the effectiveness of the school in informing and involving parents.

TABLE 35

EFFECTIVENESS OF EFFORTS FOR PARENT-SCHOOL INVOLVEMENT

Rating	Grade 1 Teachers		Grade 2 Teachers	
	N=220	Percent	N=79	Percent
Very effective	13	6	2	3
Effective	56	25	12	15
Slightly effective	65	30	29	37
Slightly ineffective	24	11	14	18
Ineffective	54	25	16	20
No response	8	3	6	7

The feeling, generally, was that the school attempted to inform parents of the educational process, but that the problem of involving parents remained "difficult."

Principals and coordinators suggested workshops most frequently as a means of achieving greater involvement of parents in understanding the educational process in the school and in taking a more active role in helping their children. Some respondents stressed the importance of keeping groups small and having more direct personal contacts. Workshops should display instructional materials and demonstrate their use, show Board of Education films and suggest activities to carry out at home. The distribution of handbooks or manuals on how to help children at home, together with explanations of how to use the handbooks was another frequently mentioned suggestion. Coordinators suggested (1) holding meetings during school time; (2) the establishment of Mothers' Clubs to help with classroom activities; (3) encouraging more class visitation, along with special invitations to join school functions; and (4) the use of family assistants, nights and weekends, to visit parents.

Summary of Teacher Perceptions of the SEC Program

Teachers were asked how effective they thought the SEC program was in meeting the major goal of the program, a more effective instructional program in the teaching of reading. Table 36 reports their perceptions.

TABLE 36

EFFECT OF THE SEC PROGRAM ON THE INSTRUCTIONAL
PROGRAM IN READING

	Grade 1 Teachers				Grade 2 Teachers				Total	
	Single		Paired		Single		Paired			
	N=66	Per- cent	N=154	Per- cent	N=59	Per- cent	N=20	Per- cent	N=299	Per- cent
Very effective	15	23	39	25	11	19	2	10	67	21
Effective	27	41	61	40	29	48	8	40	125	42
Slightly effective	22	3	41	27	13	23	6	30	82	29
Slightly ineffective	0		3	2	1	2	0		4	1
Ineffective	1	1	9	6	4	6	4	20	18	6
No response	1	1	1		1	2	0		3	1

Because the greatest program modification was at first-grade level, only first-grade teachers were asked to specify assets, liabilities, positive results, and negative consequences on checklists that were presented in the Teachers Questionnaire. (See Appendices A19, A20, A21, and A22 for complete listings.)

The three greatest assets of the SEC program cited, in descending order of frequency, were as follows:

Paired First-Grade Teachers

Opportunity to teach small groups in reading

Flexible groups within the classroom based on the needs of children and the special abilities of teachers

Opportunity for teaching individual children

Single First-Grade Teachers

A single class of 15 children

Opportunity to teach small groups in reading

Opportunity for teaching individual children

The three most severe limitations of the SEC program, listed in descending order of frequency, were as follows:

Paired First-Grade Teachers

Not enough space within the classroom for paired groups

Not enough space for small-group instruction outside the classroom

Pairing of teachers in one classroom, and not enough parent contact to foster understanding of the educational program

Single First-Grade Teachers

Not enough parent contact to foster understanding of the educational program

Pairing of teachers in one classroom

Not enough space for small-group instruction outside the classroom

The three most positive results of the SEC program, as perceived by first-grade teachers, were as follows:

Paired First-Grade Teachers

Greater achievement of children in learning to read

Greater teacher knowledge of individual children's needs, problems, and growth

Teacher's professional growth because of close working relationship with another teacher in the same classroom

Single First-Grade Teachers

Greater teacher knowledge of individual children's needs, problems, and growth

Greater achievement of children in learning to read

Greater achievement of children in other fundamental skills

The three most negative consequences of the SEC program, as perceived by first-grade teachers, were as follows:

Paired First-Grade Teachers

Rapport problems among paired teachers

Parents not involved or interested in the educational process

Lack of integration among content areas due to the number of different teachers in various subject areas, and children being confused by having to work with several teachers

Single First-Grade Teachers

Parents not involved or interested in the educational process

Rapport problems among paired teachers

Children confused by having to work with several teachers

Perceptions of Observers

Each of the nine observer-interviewers had a background of work experience in the elementary school before becoming college instructors in teacher education programs. Each was a specialist in elementary curriculum and teaching. They observed both experienced and first-year teachers. Their recommendations about the continuation of the program are presented in Table 37.

TABLE 37
OBSERVER RECOMMENDATIONS ABOUT CONTINUATION
OF THE PROGRAM
N=9

Recommendation	Grade 1	Grade 2
Continue as now organized	0	2
Continue, but modify organization	8	5
Discontinue	1	2

The observer who favored discontinuing the program at both grade levels stated:

According to my observations, the paired or team arrangement does not provide educational benefits in organization, curriculum, use of materials, etc. The money spent for pairing could be used to (1) reduce actual class size and (2) provide teaching assistants or paraprofessionals for teachers.

An observer who favored continuing the second-grade program as now organized stated the following:

A 1/20 ratio is a liveable situation, especially with help from a cluster teacher or reading assistants during reading periods.

Obviously, these observers saw different implementations of the program -- different class sizes and organizational plans. The observer who favored discontinuing the first- and second-grade programs saw teamed (2 classrooms/3 teachers), or paired settings, while the observer who favored continuing the second-grade program as presently organized cited reduced-ratio single classes in which the classroom teacher had assistance,

as well. Implementation of both the first- and second-grade programs varied in the sample schools and depended to a large degree on space available in relation to the size of the student population.

Recommendations for Program Modifications

Class size and organizing classes. Five of the nine observers recommended the elimination of two teachers per classroom in first-grade classes, and keeping registers as low as building space would permit. Three of those five observers recommended use of paraprofessionals in each room (coupled with a training program for paraprofessionals), and two recommended use of additional teachers for small group and individual work part of the day in each classroom.

The remaining four observers recommended not pairing routinely, but taking into account other considerations -- size of classroom, teachers' preferences, and children's needs (small single classes for the least mature children, for children most lacking in facility with English language, and for children with control problems). When classes are paired, they recommended considering the wishes of teachers, their strengths, weaknesses, and experience. Also, the idea of two classes, "mine" and "yours," should be eliminated if possible by having only one rollbook or register for each paired class.

Following are three recommendations for overall program organization:

Group children heterogeneously in classes of 15 to 20 children in order to make grouped and individualized instruction a necessity, or

Create teacher teams on each grade level. A three-to-six teacher team might be comprised of the positions, tutor, lab instructor, and group instructor. Tutors would work with individual children in basic skill development. Lab instructors would work with small groups of children in language arts, science, and math in classrooms outfitted as curriculum resource centers. Group instructors would work with groups as large as 20 in various curriculum areas. Team teachers would cooperatively diagnose and evaluate pupil progress and plan for the integration of curriculum areas and instructional activities. Pupil and team teacher schedules would be arranged so that teachers from within the team would be instructing children during individual teacher planning periods.

. . . try a variety of patterns suggested by teachers and let them help in the evaluation:

1. 1/15 ratio in classes of the lowest exponent "slowest group," serviced each day by a reading specialist;
2. 1/25 ratio in classes of the brightest children, serviced each day by a reading specialist; and
3. 2/30 ratio in master-apprentice team teaching situations with space for out-of-class small-group instruction.

Most observers recommended the elimination of paired second-grade classes in favor of as low a register as space permits and either the use of paraprofessionals and/or additional teachers for help in reading and language-arts instruction, or one of the arrangements described above.

Individualizing instruction and grouping. Four observers recommended more subgrouping and individualizing throughout the curriculum if the background needs of children are to be met.

Materials. Four recommendations related to materials; two called for faster delivery of materials, one for the establishment of curriculum resource centers in schools, and one for making available a greater variety of materials.

Planning for instruction. Observers often used the "Additional Comments" section of the Classroom Observation Guide to address themselves to the practice of "coverage" for teacher preparation (planning) periods with such comments as "... chaos whenever the cluster teacher comes in" ... "time wasted" ... "no relation to the rest of the day" ... "fragments the curriculum" ... "too much mediocre art and music" prevailed. One positive observation was, "Mrs. X, a cluster teacher, appears to be very competent, unusually well prepared and has many materials."

The first comment below described a class during "coverage" and that observer's reaction, and the second states a strong, but representative reaction to "coverage."

The preparation period was in the middle of the afternoon. The gym teacher didn't seem to be really prepared (teacher said he had grabbed a book on rainy days from the library). In short, with a preparation period during the prime part of the afternoon, key learning time was "filled" instead of utilized advantageously.

The concept of "covering" a class has no place in education. In my estimation, it constitutes malpractice. Busy work is designed for the children which they do not take seriously. Little, if any, cooperative planning

between cluster and classroom teacher appears to attend class coverage. All in all, the way in which preparation periods are developed further compounds problems of instructional sterility, irrelevance, and inefficiency.

Observers' concern about "coverage" was also a concern of supervisors and teachers who called for a reevaluation of the system used for dealing with preparation periods. Related to this problem were recommendations for the provision of time for joint planning by teachers who instruct a given group of children and for organizational plans that would build individual teacher planning periods into schedules for a team approach. There were recommendations, too, for grade-level meetings to pool ideas and share materials.

Teacher training. There were 13 observer recommendations for various kinds of inservice training. Though none of the observation instruments called for judgments of teacher competency, observers cited the need for improvement of basic teaching skills in subject areas, in classroom management practices, in planning for instruction, and the use of a more varied collection of instructional materials. The following recommendations are representative:

Provide good inservice work. Teachers need strong instruction in the methods and materials of teaching reading.

Have a teacher trainer work with teachers emphasizing: methods of ability grouping in a classroom, techniques of long range planning and integration of subject matter areas, and understanding of the reading process.

Build inservice education into the program. . . include study of the dynamics of teaching, procedures for diagnosis of children's learning needs and problems, unit planning and implementation, methods and materials for individualizing instruction, and ideas for activity-oriented curricula.

Teachers I observed now know how to teach phonics and sight vocabulary. (They) now need to be prepared to help children use reading as a tool for living and learning. Language arts in school should comprise more than a series of reading periods from basal readers.

Content recommended for inservice workshops included role expectancy in a team effort, direction in gaining more flexibility in grouping for reading, grouping in areas other than reading, organizing for more individualization of instruction, methods and materials of teaching reading, unit planning, applying reading -- reading to learn, long range and co-operative planning, diagnosis of reading problems, and guidelines for

evaluating pupil progress. The point was made that organizational maneuvering will not, in and of itself, improve the quality of instruction and provision must be made for inservice help for teachers and coordinators, as well.

Coordinator. Some of the foregoing recommendations for giving help to teachers were made in conjunction with the role of coordinator. Recommendations for role emphasis for the coordinator included more demonstration teaching, dissemination of new methods and materials, and for exercising greater leadership in helping teachers plan for instruction and in setting up instructional subgroups within the classroom. Three recommendations called for more supervisory help for the coordinator. Two recommended a closer working relationship between the district ECE supervisor and school coordinators and for district conferences to help coordinators gain new ideas, evaluate their implementation of the role, and learn how to help foster positive human relations. One observer recommended more interest and help on the part of inschool supervisors for coordinators. There was one recommendation for a separate coordinator for second grade.

SUMMARY

School Personnel Perceptions and Recommendations

A majority of the school personnel who responded to questionnaires had varying degrees of positive feeling about the SEC program. The majority also felt the program should be continued, but with organizational modifications. The resolved-unresolved problem category receiving the greatest number of mentions was Overall Program Organization, with pairing of teachers referred to most frequently. Provision within the overall organization for handling discipline problems and caring for children with special learning needs was next in frequency of mention.

The three largest categories of recommendations were Class Size and Organization, Special Services and Staff, and Teacher Involvement in Training and Planning for Instruction. A majority of the respondents recommended single classes with reduced registers. The three most frequently recommended special services were teachers of English as a foreign language, reading teachers, and psychological services. Provisions for inservice teacher training, time for cooperative planning by all teachers working with a group of children, and a reevaluation of the system for organizing preparation period "coverage" received a concentration of recommendations.

Though some school personnel felt parent-school communication had become more effective, most felt effective involvement of parents continued to be "difficult" to obtain.

A majority perceived the SEC program as having had some degree of positive effect on the instructional program in reading. Greatest assets

of the program, as perceived by first-grade teachers, were: the opportunity to teach small groups in reading and a single class of 15 children. The most severe limitations designated were: not enough space within the classroom for paired classes and not enough parent contact to foster understanding of the educational program. The most positive results were designated as: greater achievement of children in learning to read and greater teacher knowledge of individual children's needs, problems and growth. The most negative consequences were: rapport problems among paired teachers, and parents not becoming involved or interested in the educational process.

Observer Perceptions and Recommendations

Eight of the nine observers recommended continuing reduced ratios, but with organizational modifications. Modifications centered on redeployment of the teaching staff in a way that would eliminate "coverage" as it is now practiced and create teaching teams with each teacher having specific teaching, or teaching-training-organizing responsibilities, for a given number of children. Other organizational modifications recommended were: (1) single classes serviced by paraprofessionals and/or additional teachers for English language and reading for part of the day, and (2) combinations of single and paired classes of differing size and make-up, depending on size of rooms, needs of children, and teachers' preferences, along with flexible ability subgrouping -- in other words, an organizational framework planned by supervisory and teaching staff that meets the needs of a specific school population and takes into consideration best utilization of available space and teaching personnel, with each staff member assuming well-defined responsibilities in planning and teaching. The aim of the organizational modifications was a strengthening of the instructional program by providing a desirable and active planning and teaching role for all teaching personnel throughout the day, and for helpful supervision.

Observers felt the coordinators should be maintained, their role more clearly delineated, and supervisory help provided by them. Recommended emphases for the coordinator's role were demonstration teaching, providing help in the use of varied materials and methodology, guiding teachers' planning and organizing for instruction, and helping with human relations -- in short, an active role in the inservice growth of teachers.

Observers strongly recommended inservice work and supervisory help for teachers to make more effective their teaching in all curriculum areas and for improvement in classroom management practices. Suggested means of implementation were workshops, having teachers assume a more active role in both long- and short-term cooperative planning with supervision, and various organizational schemes which give each teacher a specific responsible position for planning and teaching and, thus, foster individual teacher growth through active team participation.

There were also recommendations for faster delivery of materials to schools, and the establishment of a resource or curriculum materials center in each school to facilitate distribution and stimulate among teachers acquaintance with and use of a more varied range of instructional materials.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The SEC program as implemented in first and second grades centered on organizational change created by the reduction of pupil-teacher ratios. This evaluation was focused on resulting organizational patterns for instruction within schools, patterns of groupings within classrooms, and the instructional content of reading programs.

A program that introduces additional teaching personnel without, at the same time, increasing building space requires a different and more complex organizational schema. Prior to the full scale introduction of a radical change in classroom organization, preliminary time should be provided for preparation of physical arrangements as well as for deployment and adequate orientation of staff. Schools attempted to absorb the additional personnel mainly by pairing teachers in one classroom, particularly at first-grade level, and by creating a floater or ratio teacher position. The cluster teacher role for coverage of teacher preparation periods was maintained, although in some schools that role was assumed, in part, by the additional personnel.

In essence, the SEC program introduced many additional factors without basic, overall restructuring of organization to accommodate these additions. The single-class concept continued to serve as the base of operation even when the responsibility for instruction was shared by two or more teachers; floater and cluster teachers worked in someone else's class, and many paired teachers assumed responsibility mainly for their own registers, except when taking turns instructing the whole group in curriculum areas other than reading. The addition of other teaching positions, often contributed to fragmentation of the instructional program within a class by subjecting children to repeated interruptions and the need to adjust to several teachers during the school day.

The recommendations of a majority of school personnel and observers for continuation of the SEC program, with modifications, confirmed the need for additional professional personnel in first and second grades in poverty-area schools. However, the recommendations by some observers for single, reduced-ratio classes and the addition of special teachers for reading and English-language development, and for services for children with learning and behavior problems, would be difficult, if not impossible, to implement in all schools. Clearly, space limitations in many schools will not permit the formation of all reduced ratio, single classes. If additional teaching personnel are to continue to be assigned, more effective ways of deploying staff will need to be devised, and role expectancies of teachers will need to change. Administrative manipulation will not, in and of itself, improve the instructional program without concurrent growth in teaching competency. The organizational schema must take into consideration provision for in-service professional growth.

Recommendations to consider in planning future multiple teacher/class programs include the following:

1. Base the number of teaching personnel allotted to a school for a specific grade level on a designated, overall teacher-pupil ratio, without the requirement of specific individual class ratios. This would provide the principal with greater flexibility in establishing various class sizes and teamed arrangements. Very small classes could be established for children with severe learning and behavior problems, with larger classes and/or teamed arrangements for more mature or more stable children. The question of maintaining the pupil-teacher ratio through requiring separate registers (role books) even for cluster or other teaching personnel, requires some further investigation. In its present state, it merely adds confusion as to teacher responsibility in the Early Childhood Program.
2. Provide time for cooperative planning within each school prior to the implementation of a program that involves substantial organizational change. Working cooperatively, the early childhood staff of a school could more readily realize and cope with problems of limitation of space, the addition of many inexperienced teachers, and the scarcity of experienced specialists, as well as the development of new teaching roles and role expectancies. Cooperative planning affords opportunity for involvement by all concerned and holds promise for professional growth in understanding and coping with problems of organization and instruction.
3. Where multiple teacher/class organizations are in effect, create teams of teachers responsible for instructing a given group of children. Delineate teaching responsibilities among teamed teachers to provide for optimum use of professional services and to avoid confusion. The practice of "taking turns," a waste of professional services, might be eliminated if teaching roles were cooperatively defined in terms of the educational needs of each unique group. Incorporate cooperative team planning involving school administrators, SEC coordinators and teachers, for the development of an integrated curriculum and for evaluating pupil progress.
4. Give intensive attention to the entire problem of "coverage" both for teacher preparation periods and in cases of uncovered classes caused by teacher absence; any organizational plans should include the provision of time for cooperative teacher planning sessions.

The majority of teachers perceived the SEC program as having some degree of positive effect on children's reading ability. Classroom observations revealed that individual instruction seldom took place; total group instruction often took place in reduced-register single classes, as well as

in oversized single classes; and subgrouping in paired classes usually took place only in reading. However, many teachers reported they felt they knew children better, gave more individualized attention, and worked with smaller groups in reading instruction. The disparity in this data is interpreted as an indication that teachers value an organizational plan that allows for closer contact between teacher and pupils, but they need help in finding ways to capitalize on the plan to realize the potentials of a reduced pupil-teacher ratio. The number of instructional groups in reading and language arts tended to depend on the number of teachers present, and, in some paired settings, one of two teachers present was often not actively involved in instruction in other curriculum areas. Reduced teacher-pupil ratio undoubtedly reduced the size of instructional groups, but it did not always produce widespread practices of individualizing and subgrouping within classes.

The content of reading instruction consisted mainly of structured text materials with little, if any, opportunity provided for using non-text materials. Although a considerable portion of the school day was spent in reading skills instruction, opportunities to develop language concepts and to apply reading in other curriculum areas were seldom utilized. As long as the reading program is concerned with a decoding process unrelated to any other curriculum areas, it will take children a long time to learn to read and to use reading effectively to gain information and for enjoyment.

There was notable lack of time devoted to teaching of social studies and science in both first- and second-grade curriculums. Virtually no subgrouping or individual work was observed in these areas, nor was unit teaching in evidence.

Paperback books for building children's personal libraries were well received. Many teachers evaluated the selections with some degree of positiveness and recommended procuring more books. The provision of these books was an asset to the program.

The position of coordinator holds promise. The coordinator's role should be redefined with emphasis on: (1) provision of direct help for teachers in organizing for instruction within classrooms, in classroom management practices, and in developing teaching skills; (2) assumption of leadership in organizing and supervising cooperative planning among teachers; (3) exploration of more effective approaches for parent involvement; (4) clear delineation of the roles of coordinator and primary assistant principals, with stress on eliminating routine administrative tasks from the coordinator's role; (5) provide coordinators with helpful supervision from district ECE supervisors, the principal, and the primary assistant to principal of the school.

Based upon the responses of professional participants, there was no evidence to suggest that the organizational patterns implemented noticeably

affected parent understanding of involvement in the educational process. The few coordinators who devoted large portions of time to attempts at parent involvement reported only slow progress.

The volume of citations concerning lack of space requires recognition. The most critical citations of curtailment of program due to space limitations came from personnel in schools on split sessions. Also cited was the lack of space for small-group instruction and the crowded conditions in multiple teacher classrooms. This suggests there is a limit to the number of professional personnel that can be absorbed and utilized effectively in crowded schools; future investigations need to deal with this question. It also suggests there is need to provide more building space, with space designated for laboratory centers for subgroup work, for resource materials centers, and for parent rooms.

The provision and utilization of varied instructional materials is another area which demands recognition. Well-stocked curriculum resource centers within schools should be provided. Ideally, large curriculum resource centers would be incorporated into library services, where materials can be perused and drawn upon at the time they are needed. In addition, each district should have a large, staffed curriculum resource center where school personnel responsible for ordering materials and teachers can see, select, and learn how to use materials. While it is known that such centers exist, not one of the participating personnel in the sample schools indicated awareness of the existence of such facilities.

In summary, there was evidence of potential strength in restructuring organization for instruction with the provision of additional professional personnel. Subsequent years will require refinements of organization so strengths can be more fully realized. Organizational structure as a vehicle for providing positive working and learning settings for teachers and children, also has potential for fostering professional growth and curriculum modification if cooperative planning and decision making at various levels and supervision are incorporated in the overall framework of organization.

SECTION II

PROJECT GOALS

The major goal of the program was to improve the reading level of children by reducing class size and using additional materials. Funds were provided to reduce the Grade 1 teacher-pupil ratio to 1:15, and to add program coordinators to facilitate implementation of the program. In addition, funds amounting to eight dollars per child were provided for purchase of additional materials. One-eighth of these funds was designated for the purchase of paperback books intended to build children's personal libraries. A detailed description of the project and its implementation is contained in Section I of this report, A Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City, Parts 5B, C and D: Dr. Mary Wilsberg, Evaluation Director.

This section of the report is intended to assess the influence of the program upon reading levels of children in the first grade.

SECTION II

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SECTION II

CHAPTER I

EVALUATION DESIGN

This part of the evaluation was designed to assess the extent to which the Strengthened Early Childhood Program (SEC) succeeded in improving the reading level of grade-one children. A sample of program schools and a sample of comparison schools were selected to provide a population of first-grade classes to be tested. The data gathered were used to estimate the influence of the program upon the children's reading vocabulary and comprehension.

Early in the evaluation planning it became clear that the two groups were not equal in school readiness. The analysis of covariance, the conventional means of statistically equating the two groups, could not be applied in this case. Instead, a recently developed technique was used that permits an investigator to calculate the degree of change in each of the groups that cannot be predicted from the readiness test scores.¹ With this technique, the degree of such change in each of the two groups may be compared in order to determine whether there was greater positive change for those participating in the project than for those who did not participate.

The project was not undertaken as a formal experiment and therefore it cannot be known if factors other than those associated with changes in the teacher-pupil ratios and the addition of materials were responsible for differences obtained. For example, in class settings in which there were two teachers and 30 children, a teacher's instructional behavior might have been influenced, favorably or unfavorably, by the presence of another professional. Such an effect could not occur in classes having only one teacher. In this example the difference may be associated with the presence of a second teacher rather than with the reduced teacher-pupil ratio per se. A controlled experiment would require that various teacher-pupil ratios be randomly assigned within each school rather than being assigned according to conditions such as available space.

¹Tucker, Ledyard R., Damarin, Fred, and Messick, Samuel. "A Basefree Measure of Change," Psychometrika, 31 (4), (December 1966), pp. 457-73.

CHAPTER II

SELECTION OF THE SAMPLE

A proportional random sample of 16 schools was drawn by the investigator from the 266 schools listed as participating in the program (Table 1), excluding two schools in Richmond for geographical reasons. A comparison group of eight schools was selected, with an ethnic composition similar to that of the SEC program schools.

Three project and two comparison schools did not return the completed test booklets. However, a substitute for one of the "missing" comparison schools was found. The final sample upon which the data of this investigation are based consists of 13 project and seven comparison schools.

TABLE 1

NUMBERS AND PERCENTAGES OF PROGRAM
AND SAMPLE SCHOOLS IN EACH OF THE
FOUR BOROUGHS^a

Borough	SEC Program ^b		Sample	
	No. of Schools	Per cent	No. of Schools	Per cent
Manhattan	(80)	30	(4)	31
Bronx	(56)	21	(3)	23
Brooklyn	(112)	42	(5)	38
Queens	(18)	6	(1)	8
Total N	266		13	

^aTwo schools in Richmond were excluded from the sampling pool for geographical reasons.

^bPercentages do not total to 100 per cent due to rounding error.

Data were collected on all first-grade children in the sample schools, excepting CRMD classes and classes that had received ita instruction during the 1967-68 school year. Classes in the SEC program schools included both organizational plans, that is, a teacher-pupil ratio of 1 to 15 and of 2 to 30. The comparison school classes maintained the standard New York City Board of Education teacher-pupil ratio of 1 to 25 or more.

TABLE 2

ETHNIC DISTRIBUTION IN PROJECT SAMPLE
AND COMPARISON SCHOOLS^a

	Negro	Puerto Rican	Other	Total
13 Project Schools	(1041) 43%	(910) 38%	(444) 19%	(2395) 100%
7 Comparison Schools	(731) 71%	(137) 13%	(162) 16%	(1030) 100%

^aThese data are based upon the New York City Board of Education's October 1967 Ethnic Census.

As shown in Table 2, the comparison group was not comparable to the SEC sample with respect to the ethnic distribution of students. As is elaborated upon later in the discussion of the data, the disparity between the two groups in percentage distribution of Puerto Rican and Negro students could well have influenced the results of this investigation.

CHAPTER III

TESTS AND THEIR ADMINISTRATION

Pretest

The New York State Readiness Test, a modification of the Metropolitan Readiness Test, Form A, was administered to all first-grade children in New York City Public Schools in October 1967. The six subtests comprising the total score are: Word Meaning, Listening, Matching, Alphabet, Numbers, and Copying. The total scores were used as base-line data of this investigation, in order to ensure maximum reliability.

The test manual reports Spearman-Brown corrected total score reliabilities of .91, N = 167; .91, N = 173; and .94, N = 200, on independent samples. The standard error of measurement did not exceed 4.3 in any of the samples on which the test was normed.¹

With reference to the nature and purpose of the test, the manual states:

The progress young children make when they enter school in the primary grades depends to a large extent upon their readiness for learning and upon the provisions the school makes for variations in readiness. Among the chief factors that contribute to readiness for beginning schoolwork are linguistic attainments and aptitudes, visual and auditory perception, muscular coordination and motor skills, number knowledge, and the ability to follow directions and to pay attention in group work. How far advanced the school beginner will be in these skills depends upon many factors, such as his intelligence, his home background, his health and physical condition, his degree of emotional maturity, his social adjustment, and his general background of experience.

¹New York State Readiness Tests, Manual of Directions, p. 14.

Metropolitan Readiness Tests were devised to measure the extent to which school beginners have developed in the several skills and abilities that contribute to readiness for first-grade instruction.²

Posttest

The Gates-MacGinitie Reading Achievement Test, Primary A, which was administered in June 1968, yields two scores, one for vocabulary and the other for comprehension. The split-half reliability coefficients corrected for test length are .91 for vocabulary and .94 for comprehension. The size of the sample upon which these data are based is not reported in the manual, but was estimated to be about 480.³

Tests were administered by classroom teachers at the direction of the Bureau of Educational Research of the New York City Board of Education. They were scored and the data processed by the Educational Records Bureau in Manhattan.

Limitations

1. The project sample was originally intended to be partitioned into two groups, the first group consisting of pupils who had been taught in an educational setting of one teacher to 15 pupils, and the second group consisting of pupils in a setting of 30 children with two teachers. Both groups were to have been compared to each other as well as to the comparison group that had a teacher-pupil ratio of 1:25 or more. However, this data on teacher-pupil ratio, which was requested in the test instructions, was not provided sufficiently for the proposed data analysis.

2. The sample of project schools was not completely random since three of the original sample of 16 schools did not participate in the study. Therefore, readers should be cautious in generalizing the results of this investigation to the population from which its sample was drawn.

²Ibid., p. 3.

³Gates, Arthur I., and MacGinitie, Walter H., Technical Manual for the Gates-MacGinitie Reading Tests, (New York: Columbia Teachers College Press, 1965).

3. The comparison schools were to be selected so that the overall ethnic distributions would be comparable. As was shown in Table 2, this was not the end result. The differences between the two groups in mean readiness test scores, as well as the ethnic data, demonstrate that the two groups are drawn from different populations.

4. Students who had missed one or more of the tests were excluded from the analysis. There was a reduction of 53 per cent in the project sample, from 2,395 to 1,127 students, and of 50 per cent in the comparison group, from 1,030 to 516 pupils.

For these reasons, the reader is cautioned not to generalize the results of this investigation beyond the sample of children whose data were analyzed.

CHAPTER IV

TREATMENT OF DATA

As was mentioned in Chapter I, Evaluation Design, the technique used in this study permits an investigator to analyze two distinct components of change: (a) change in reading performance that is entirely predictable from school readiness test scores, i.e., dependent change, and (b) change in reading performance that cannot be predicted from readiness test scores, i.e., independent change.

Independent and dependent change are the two components of true difference scores, "...the best possible estimate of the gain or loss experienced by specific individuals or groups."¹ In this report, only independent change is evaluated because of the difficulties that occur when the same measure is used both as a base line from which to measure change and as the predictor of change. One cannot, for example, discriminate between negative change that stems from imperfect prediction and negative change that results from some loss in ability.

Independent change, in contrast to dependent change, may be thought of as resulting from factors relevant to reading achievement but not measured by, or predictable from, the readiness test. In the present investigation the amount of positive independent change is used as an indicant of the extent to which the changes in teacher-pupil ratio and the addition of materials have resulted in successful intervention into the educational life of the children.

The analysis of covariance could not be used to measure change because the regressions were not homogeneous; the treatment effects and regression effects were not additive. This was true for the regression of each of the two sections of the Gates-MacGinitie upon the total New York State Readiness Test scores. The method used for data analysis in this report is

¹Tucker, Ledyard R., Damarin, Fred, and Messick, Samuel. "A Basefree Measure of Change," Psychometrika, 31 (4), (December 1966), p. 165.

more reliable than a similar method that uses residual gain scores.² However, the difference between residual gain scores and independent true score change would be small in the present case because of the high reliability of the first test. Nevertheless, the well known unreliability of change scores dictates that every effort be made to increase reliability.

A one-way analysis of variance was used to test the significance of the differences between the raw score means of the project and comparison groups for all variables. Since the tests used do not have a common metric, the raw scores of the New York State Readiness Test and of the two tests of the Gates-MacGinitie Reading Achievement Test were converted to standard scores having a mean of 50 and a standard deviation of 15. These values were chosen because a range of scores from 5 to 95 (minus three to plus three standard deviations) approximates a common scale of 0 to 100 for all three variables when the mean is set at 50 and the standard deviation is set at 15. This conversion procedure standardized the metric without changing the shape of the groups' distributions of scores. Both the project sample and the comparison group were combined for the purpose of raw score conversion.³

Independent change scores were calculated separately for each of the two groups and each of the two Gates-MacGinitie subtests. These calculations were based on the standard scores. The analysis of variance was used to determine the significance of the differences between the project and comparison groups' mean independent change for each Gates-MacGinitie subtest.

²Traub, Ross E., "A Note on the Reliability of Residual Change Scores," Journal of Educational Measurement, (4) (Winter 1965), pp. 253-56.

³Manual of Directions, New York State Readiness Tests, p. 8.

CHAPTER V

INTERPRETATION OF THE DATA

The data of Table 3 show that the two groups differed significantly in school readiness, the difference favoring the comparison group.

TABLE 3

NEW YORK STATE READINESS AND
GATES-MACGINITIE READING
ACHIEVEMENT RAW SCORES FOR
THE PROJECT SAMPLE AND COMPARISON GROUP

		Project Sample N = 1127	Comparison Group N = 516	t
<hr/>				
October 1967				
New York State	Mean	42.5	47.7	5.91 ^a
Readiness Total	SD	15.8	17.7	
Score				
<hr/>				
June 1968				
Gates-MacGinitie				
Vocabulary	Mean	27.0	27.0	1.97 ^b
Subtest	SD	11.2	12.2	
Comprehension	Mean	15.5	16.3	
Subtest	SD	7.2	8.2	

^a_p < .01

^b_p < .05

See Appendix E for tabled source of variance.

In groups as large as these, a mean raw score difference of five points on the readiness test only rarely occurs by chance. On the basis of the observed means we can categorize the comparison group as average in readiness, "...and likely to succeed in first grade work," and the project sample as low normal, and "...likely to have difficulty in first grade work," according to the manual for the New York State Readiness Test. It should be noted, however, that the comparison group mean falls at the lower end of the "average" category and the project sample mean falls at the upper end of the "low normal" category.

The Gates-MacGinitie scores, obtained at the end of the 1967-68 school year, show that at that time there were no statistical or substantive differences between the two groups with respect to vocabulary. The two groups' means were similar on this variable. On measured reading comprehension the comparison group was significantly better than the project group, although the difference is not large -- less than one point.

Table 4 shows the relationships between October and June mean scores in each group. All scores have been transformed to standard scores so that they appear as they would if all three tests had the same metric.

TABLE 4

NEW YORK STATE READINESS AND
GATES-MACGINITIE READING ACHIEVEMENT
TRANSFORMED SCORES AND TRUE SCORE DIFFERENCES
FOR THE PROJECT SAMPLE AND COMPARISON GROUP

		N.Y. State Readiness Transformed Scores (A)	Gates Vocabulary (B)	True Score Difference (B)-(A)	Gates Compre- hension (C)	True Score Difference (C)-(A)
Project	Mean	48.54	49.93	+1.39	49.49	+.95
Sample						
N=1127	SD	14.63	14.56		14.33	
Compari-	Mean	53.17	49.96	-3.21	51.19	-1.98
son						
Group						
N=516	SD	15.27	15.87		16.36	

True score differences in Table 4 show that the project sample exhibited slight positive change in its status over the time period from October 1967 to June 1968 on both Gates-MacGinitie subtests. It is more accurate to think of this positive difference as improvement rather than gain. Gain implies that exactly the same thing was measured in October as in June. However, the readiness test measures several variables in addition to Word Meaning, a subtest that may seem to be measuring the same variable as the Vocabulary section of the reading achievement test.

All four October to June mean true score differences exceed the .05 level of significance. These true score differences reflect some improvement in relative status for the project sample. In contrast, the comparison group exhibited negative change, a loss in relative status over the same time period. The net result is that the project sample shows clear evidence of some improvement and the comparison group shows a loss of relative status. Table 5 shows why neither group can afford an additional handicap.

TABLE 5

MEDIAN SCORES OF THE PROJECT SAMPLE
AND THE COMPARISON GROUP ON THE
NEW YORK STATE READINESS TEST AND THE
GATES-MACGINITIE TEST COMPARED TO
THE TEST NORMS

	New York State Readiness Total Raw Score	Gates-MacGintie Vocabulary Grade Equivalents	Comprehension
Project Sample Median	42.02	1.58	1.54
Comparison Group Median	48.78	1.56	1.58
Norms reported For Each Test Median	54-55.00	2.09	1.89

When the median scores and grade equivalents of both groups are compared with those reported in the test manuals it is clear that both groups fall below the normative medians on all three test variables. Both groups are at a disadvantage when compared with the children whose scores make up the test norms. It is for this reason that the relative loss of status shown by the comparison group is considered an increase in already evident retardation.

Evidence of impairment, in contrast to evidence of improvement is in this case less influenced by considerations of degree than direction. Because reading retardation is commonly observed to increase over time, any evidence of improvement is considered an indicant of change in this pattern of progressive retardation.

In order to determine the significance of the difference in change between the two groups, independent of differences in school readiness, the independent change score was calculated. Tables 6 and 7 show the results of having removed from the Gates-MacGinitie true score that portion that is entirely predictable from the readiness test score.

TABLE 6

MEAN INDEPENDENT CHANGE IN
VOCABULARY TEST SCORES
FOR THE PROJECT SAMPLE AND THE COMPARISON
GROUP

	Project Sample			Comparison Group
Mean	21.15			12.00
SD	12.21			12.02
	SS	df	MS	F
Between	29,615.50	1	29,615.50	200.41 ^a
Within	242,495.65	1641	147.77	

^ap < .01

There is a highly significant difference between the two groups' mean independent change scores in vocabulary, favoring the project sample. (Table 6.) In this investigation, this difference is interpreted as an indication of successful program intervention.

The argument for this interpretation is not as strong as it might be, since the evidence that suggests that the groups may differ in more than their teacher-pupil ratio and the amounts of materials each used. They may differ in the relative proportions of Puerto Rican and Negro children represented in each of the groups, assuming that the estimates based on the 1967 Ethnic Census still hold after the 50 per cent sample shrinkage. There is a possibility that the independent change difference might have resulted from a rapid increase in English vocabulary skill during the first year of school by Spanish-speaking children, more numerous in the project sample. Such an increase might of course be quite independent of teacher-pupil ratio or additional materials.

Direct evidence on the ethnic distribution of both the groups would have required that this information be included on the children's test booklets. Requesting such information would probably have resulted in an even greater sample shrinkage than did occur, if only because booklets without that datum would have had to be excluded from the analysis.

It is important to remember that if there were differences in ethnic distribution, such differences make it only possible, not likely, that rapid increases in English language development would appear. For this reason the data of Table 6 may be interpreted to be the consequence of differences associated with increases in teacher-pupil ratio and the use of additional materials.

Table 7 shows a highly significant difference between the two groups' mean independent change scores in comprehension, again favoring the project sample. Although the comparison group was superior to the project sample, in comprehension, (see Table 3), the project sample made significantly greater improvement, as evidenced by the data of Table 7.

TABLE 7

MEAN INDEPENDENT CHANGE
IN COMPREHENSION TEST SCORES FOR
THE PROJECT SAMPLE AND THE COMPARISON GROUP

		Project Sample	Comparison Group	
Mean		20.17		14.40
SD		11.94		12.60
	SS	df	MS	F
Between	11,795.64	1	11,795.64	79.78 ^a
Within	242,620.34	1641	147.84	

^a_p < .01

Based on the evidence of this study, one can say that the stated goal of the program, to improve reading and to prevent progressive retardation in reading, has been achieved with the children of the project sample.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

One may conclude from the evidence of this investigation that the major difference between the project sample and the comparison group is that children in the project sample showed some improvement and children in the comparison group showed evidence of progressive retardation. This difference is both statistically and educationally significant.

The Program to Strengthen Early Childhood Education in Poverty Area Schools has achieved its major purpose with respect to the sample tested. The evidence that there was improvement is compelling. The attribution of this improvement to the reduced teacher-pupil ratios and additional materials is possible though not as clear cut.

Two recommendations follow from these conclusions:

1. Because this improvement is related to reading achievement, which is a fundamental skill in almost all school learning, and because it has occurred among those children who need this skill most and achieve it least frequently, the evidence of improvement is sufficient to warrant continuation of the program.
2. The correlates of the components of change should be investigated so that the variables associated with improvement may be specified and action taken to maximize their effects.

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APPENDIX A1

ETHNIC POPULATION OF FIRST GRADES IN TWENTY FIVE SAMPLE SCHOOLS BY PERCENTAGE^{a, b}

Ethnic Group	Schools															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Negro	35	61	30	99	24	17	41	99	82	39	25	15	18	21	80	66
Spanish Speaking	60	24	50	1	48	50	18	0	17	58	25	78	72	65	20	31
Other (Predominantly White)	5	15	20	0	28	33	41	1	1	3	50 ^c	7	10	14	0	3

A3

	17	18	19	20	21	22	23	24	25
	%	%	%	%	%	%	%	%	%
Negro	90	43	3	65	99	63	100	71	90
Spanish Speaking	9	56	60	34	0	37	0	25	9
Other	1	1	37	1	1	0	0	4	1

^aSecond Grade ethnic populations were essentially the same as first grade.

^bAs reported by school administrators.

^cOriental

APPENDIX A2

TEACHER RESPONSIBILITY CHART FOR A PAIRED FIRST GRADE

	Mon.	Tues.	Wed.	Thurs.	Fri.
8:45	-----Morning Routines-----				
9:00	Math Tchr. A	Math Tchr. A	Soc. Stud. Tchr. B	Math Tchr. A	Soc. Stud. Tchr. B
9:50	Reading Skills & Lit. Tchrs. A & B	Reading Skills & Assembly Tchrs. A & B	Science Tchr. B	Handwriting Tchrs. A & B	Reading Skills & Lit. Tchrs. A & B
10:40	-----Milk and Bathroom-----				
11:30	Language Arts----- Reading Groups - Tchrs. A & B and Coordinator				
12:00	-----Lunch-----				
12:50	Handwriting	"Pocketful of Fun" TV Reading Skills	Handwriting	"Pocketful of Fun" TV Reading Skills	Handwriting
1:25	Speech (Cluster Tchr.)	Science Tchr. B	Math Tchr. A	Soc. Stud. Tchr. B	Art Tchr. A
2:15	Art Tchr. A	Health Ed.	Health Ed.	Health Ed.	Health Ed.

APPENDIX A3

PROGRAM FOR A FIRST GRADE CLUSTER TEACHER

	<u>MONDAY</u>	<u>TUESDAY</u> ^b	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u> ^a
9:00-10:00	A S S I S T	T E A C H E R A	R O O M 1	(Same)	Free Miss X
10:00-10:45	Free Miss X	Free Teacher A	Free Teacher A	Free Teacher A	Free Teacher A
10:45-11:30	A S S I S T	T E A C H E R B	R O O M 2		
11:30-12:20	Free Teacher B	Free Teacher B	Free Teacher B	Free Miss X	Free Teacher B
1:30- 3:00	A S S I S T Free Teacher C	T E A C H E R C Free Teacher C	R O O M 3 Free Miss X 1:30-2:15	 Free Teacher C	(Same) Free Teacher C

a) FREE means to take over the entire class, freeing the classroom teacher for her preparation period.

b) ASSIST TEACHER means to provide small group instruction within the classroom.

APPENDIX A⁴

PROGRAM FOR SECOND GRADE RATIO TEACHER

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:30	With Teacher A---Reading Groups -----				
10:30-11:30	With Teacher B---Reading Groups -----				
11:30-12:00	Free Teacher A---For Preparation Period ----- (some Language Arts Instruction)				
12:50-2:10	With Teacher B---Mathematics -----				
2:10-2:45	Preparation Period for Miss X-----				

There is another ratio teacher who services three second grades,
rather than two.

APPENDIX A5
EARLY CHILDHOOD PROGRAM

Time	GRADE 1 (7 classes - each in a separate room)	GRADE 2 (6 classes - each in a separate room)
8:45- 9:10	Opening Exercise - Providing for individual needs in health, routines, etc.	Opening Exercise - Checking homework - Individual problems - health - attendance, etc.
9:10-10:00	<u>Reading Skills:</u> 2 groups - Stern Phonic approach 2 groups - Formal Reading - Ability Group 3 groups - Formal Reading - Ability and Team Teaching	<u>Reading Skills:</u> 6 groups assisted by 2 student teachers and 2 O.T.P.
10:00-10:15	R E C E S S	R E C E S S
10:15-11:00	Large Group - 1 teacher on "prep" 1 teacher with 30 children	_____
10:15-10:45		Spelling, Language Arts, etc.
10:45-11:15		Science and/or Social Studies
11:15-12:00	7 classes - Language Arts - Story Telling - Handwriting Lesson	Art - Music - Health Education
1:00 -1:15	7 classes - Mathematics	Mathematics - Inter-changing of teachers, etc.
1:00- 1:30		under consideration
1:15- 2:00	7 classes - Social Studies	
1:30- 1:50	R E C E S S	
1:50 -2:10		Large Group Teaching - Health Education - Recess - Audio Visual - Some Teachers on preparatory Time
2:05- 2:50		
2:15- 3:00	Large groups - 1 teacher with 30 children - Arts and Crafts - Radio - T.V. - Listening music, etc. - 1 Teacher on preparatory	

NOTE: Teachers are relieved by cluster teacher 4 periods a week. Conference periods built into program.

APPENDIX A6

PROGRAM FOR A PAIRED FIRST GRADE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10 Teacher A, Rm. 1 Teacher B, Rm. 2	* Reading & Language Arts	* Reading & Language Arts	* Reading & Language Arts	* Reading & Language Arts	* Reading & Language Arts
10-11	* 15 in Rm. 1 Math and Recess 15 in Rm. 2	10-10:30 15-Math in Rm. 1 15-Recess 10:30-11:00 15-Recess 15-Math in Rm. 1	10-10:30 15-Math in Rm. 1 15-Recess 10:30-11:00 15-Recess 15-Math in Rm. 1	10-10:30 15-Math in Rm. 1 15-Recess 10:30-11:00 15-Recess 15-Math in Rm. 1	10-10:30 15-Math in Rm. 1 15-Recess 10:30-11:00 15-Recess 15-Math in Rm. 1
11-12 Rm. 1	30 Children Phonics-Teacher A 11-11:30 LUNCH - 11:30-12 Prep. Pd.-Teacher B 11-11:45	30 Children Phonics-Teacher B 11-11:30 LUNCH - 11:30-12 Prep. Pd.-Teacher A 11-11:45	30 Children Phonics-Teacher A 11-11:30 LUNCH - 11:30-12 Prep. Pd.-Teacher B 11-11:45	30 Children Phonics-Teacher B 11-11:30 LUNCH - 11:30-12 Prep. Pd.-Teacher A 11-11:45	30 Children Phonics Teacher A 11-11:30 LUNCH - 11:30-12 Prep. Pd.-Teacher B 11-11:45
TEACHERS	LUNCH	12-12:50	PICK UP EACH	CLASS OUTSIDE	
1-1:45	30 Children Teacher B Science Handwriting Prep. Pd.-Teacher A 1-1:45	30 Children Teacher A Social Studies Handwriting Prep. Pd.-Teacher A 1-1:45	30 Children Teacher B Science Handwriting Prep. Pd.-Teacher A 1-1:45	30 Children Teacher A Social Studies Handwriting Prep. Pd.-Teacher B 1-1:45	30 Children Teacher B Story Handwriting Prep. Pd.-Teacher A 1-1:45
1:45-2	MILK AND COOKIES	-	MILK AND	COOKIES	
2-3	30 Children Rm. 1 Work-play or film	Music Assembly in Auditorium Prep. Pd.-Teachers A & B	*15 Children-Rm. 2 Work-play 15 Children in Rm. 1	Film Assembly in Auditorium 30 Children	30 Children-Rm. 1 Work-play or film Teachers A & B
*Use of extra classroom.					

APPENDIX A7

SUMMARY OF LANGUAGE ARTS INSTRUCTION FOR HALF DAYS IN SINGLE GRADE 1 CLASSES FOR WINTER AND SPRING (OBSERVATIONS: N=30)

Observation	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in All L.A. Instr.			
	No. Total Group	No. Sub-Group	No. Individual	No. Total Group	No. Sub-Group	No. Individual	No. Clrm. Tchrs.	No. Other Tchrs.	No. Other Adults	Total Adults
Registers of 23-31 <u>Winter</u>	a	3,4,0	0,0,0	1,2,3	0,0,0	0,0,0	1,1,1	0,0,0	0,0,1	1,1,2
	0,1,2	0,0,2	1,1,1	1,0,0	0,0,0	0,0,0	1,1,1	0,0,0	0,1,0	1,2,1
	2,0,1	0,4,0	0,0,0	1,0,3	0,0,0	0,0,0	1,1,1	1,0,0	0,0,1	2,1,2
	0,0,0	0,0,0	0,0,17	1,2,2	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1
Registers of 13-18 <u>Winter</u>	3,1,3	0,0,0	0,0,0	0,1,0	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1
	0,1,2	0,0,0	0,0,0	1,0,0	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,2
	1,1,2	0,0,0	0,0,0	1,0,0	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1
	0,0,4	0,0,0	11,0,0	3,2,0	0,0,0	11,0,0	1,1,1	0,0,0	0,0,0	1,1,1
<u>Spring</u>	2,2,3	0,0,0	0,0,0	1,1,0	0,0,0	0,0,0	1,1,1	0,1,0	0,0,0	1,2,1
	0,0,1	2,1,0	0,1,0	1,1,1	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1

a) Each table entry for a given class is in the same position under each category thus, by following the first (or third or 6th) entry in each category, winter and spring grouping in a given class may be seen.

APPENDIX A8

SUMMARY OF LANGUAGE ARTS INSTRUCTION FOR WHOLE DAYS IN PAIRED GRADE 1 CLASSES FOR WINTER AND SPRING (OBSERVATIONS: N=40)

Observations	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in Instruction			
	No. Total Group	No. Sub-Group	No. Individual	No. Total Group	No. Sub-Group	No. Individual	No. Clrm. Tchrs.	No. Other Licensed Tchrs.	Other Adults	Total Adults
<u>Winter</u>	^a 2,4,1	1,3,6	0,0,0	3,2,4	0,0,0	0,0,0	2,2,2	0,0,0	0,0,1	2,2,3
	0,4,0	5,1,6	0,0,0	3,2,3	0,0,0	0,0,0	2,2,2	0,0,1	0,0,1	2,2,4
	1,0,0	2,6,2	0,0,0	2,3,3	0,0,0	0,0,0	2,2,2	0,0,0	0,1,0	2,3,2
	1,0,2	4,5,2	0,0,0	3,2,3	0,0,0	0,0,0	2,2,2	1,0,0	0,0,0	3,2,2
	0,1,0	3,4,2	0,3,0	2,4,2	1,0,3	0,0,4	2,2,2	1,1,0	0,1,0	3,4,2
	0,7,4	4,5,0	0,2,0	4,0,0	2,0,0	2,0,0	2,2,2	1,1,0	0,0,0	3,2,3
	0,0,0	8,3,3	0,0,0	0,1,1	2,0,0	0,0,0	2,2,2	1,0,0	0,0,0	3,2,3
<u>Spring</u>	3,2,0	0,6,4	0,0,0	3,0,4	0,0,0	0,0,0	1,2,2	0,0,0	0,0,0	1,2,2
	1,0,0	2,2,3	0,0,3	1,3,2	0,2,1	0,0,0	2,2,2	0,0,0	1,0,0	3,2,2
	0,0,2	4,4,2	0,0,0	2,2,6	0,0,0	0,0,0	2,2,2	0,2,0	0,0,0	2,4,2
	0,1,1	4,6,2	0,0,0	2,3,3	0,0,2	0,1,0	2,2,2	1,1,0	0,0,1	3,3,3
	0,0,0	2,4,3	0,2,0	4,3,8	3,0,0	0,0,0	2,2,2	2,1,0	0,0,0	4,3,2
	0,0,0	4,4,7	0,0,7	1,5,0	0,3,4	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	5,2,2	0,18,18	0,1,1	3,1,1	0,0,0	0,0,0	2,2,2	0,1,1	0,0,0	2,3,3

a) See footnote for A7.

APPENDIX A9

SUMMARY OF LANGUAGE ARTS INSTRUCTION FOR HALF DAYS IN PAIRED GRADE 1 CLASSES FOR WINTER AND SPRING (OBSERVATIONS: N=39)

Observation	READING LESSONS			OTHER LANG. ARTS LESSONS			ADULTS INVOLVED IN INSTRUCTION			Total Adults
	No.Total Group	No.Sub- Group	No.Indi- vidual	No.Total Group	No.Sub- Group	No.Indi- vidual	No.Clrn. Tchrs.	No.Other Lic- ensed Tchrs.	Other Adults	
<u>Winter</u>	a									
	1,1,0	2,3,2	0,0,0	1,0,2	0,3,0	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	0,1,2	0,0,2	0,0,0	1,2,0	2,0,0	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	0,0,1	2,3,2	0,0,0	1,1,1	0,2,0	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	0,3,2	2,3,0	0,0,0	1,0,0	3,0,0	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	0,0,4	4,0,0	0,0,0	0,2,1	0,0,0	0,0,0	2,2,2	1,0,0	0,0,0	3,2,2
	0,0,1	0,2,1	0,0,0	2,2,0	0,0,0	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	2	1	0	0	0	0	2	0	0	0
<u>Spring</u>										All
	3,0,0	0,5,3	0,0,0	0,0,2	0,0,0	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	1,0,1	0,2,0	0,12,0	3,0,2	0,0,0	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	0,0,1	2,4,2	0,0,0	1,2,0	0,1,2	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	0,2,0	0,0,3	1,0,0	4,1,0	0,0,2	0,0,0	2,2,2	0,0,1	0,0,0	2,2,3
	0,1,0	0,2,0	0,0,0	3,0,2	0,0,2	0,0,0	2,2,2	0,0,3	0,0,0	2,2,5
	0,2,3	2,5,3	0,0,0	1,1,0	0,1,0	0,0,0	2,2,2	0,0,0	0,0,0	2,2,2
	0	0	0	2	0	0	2	1	0	3

a) See footnote for A7.

APPENDIX A10

SUMMARY OF LANGUAGE ARTS INSTRUCTION FOR HALF DAYS IN SINGLE GRADE 2 CLASSES FOR WINTER AND SPRING (Registers Under 25, Observations: N=36)

Observation	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in All L.A. Instr.			
	No.Total Group	No.Sub-Group	No.Individual	No.Total Group	No.Sub-Group	No.Individual	No.Clrm. Tchrs.	No.Other Tchrs.	No.Other Adults	Total Adults
<u>Winter</u>	a 2,1,0	0,0,1	0,0,3	2,1,0	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1
	3,1,1	0,0,0	0,0,0	2,1,1	1,0,0	0,0,0	1,1,1	0,0,1	1,0,0	2,1,2
	3,0,2	0,0,0	0,0,0	2,0,1	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1
	0,0,4	0,0,0	0,0,0	1,2,0	0,0,0	0,0,0	1,1,1	0,0,0	0,1,0	1,2,1
	1,2,0	0,2,0	0,0,0	3,0,2	0,0,0	0,0,0	1,1,1	0,0,0	1,0,0	2,1,1
	0,1,0	2,1,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1	1,2,0	0,0,0	2,3,1
	2,1,0	0,2,0	0,0,4	1,0,3	0,0,0	0,0,0	1,1,1	0,1,1	0,0,0	1,2,2
	0,0,1	4,2,0	1,0,0	2,2,1	0,0,0	0,0,0	1,1,1	2,1,1	1,0,0	4,2,2
	3,0,2	0,6,0	0,0,0	2,2,0	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1
	1,0,0	0,3,0	0,0,0	1,1,2	0,4,0	0,0,0	1,1,1	0,0,0	0,1,0	1,2,1
<u>Spring</u>	0,2,2	0,2,0	10,0,0	2,1,2	0,0,0	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1
	1,0,0	0,1,0	0,0,0	1,2,1	0,0,0	0,0,0	1,1,1	1,0,0	0,0,0	2,1,1

A12

a) See footnote for A7.

SUMMARY OF LANGUAGE ARTS INSTRUCTION FOR HALF DAYS
IN SINGLE GRADE 2 CLASSES FOR WINTER AND SPRING
(Registers 25 and up, Observations: N=40)

A13

Observations	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in All L.A. Instr.			
	No.Total Group	No.Sub- Group	No.Indi- vidual	No.Total Group	No.Sub- Group	No.Indi- vidual	No.Clrm. Tchrs.	No.Other Tchrs.	No.Other Adults	Total Adults
<u>Winter</u>	0,0,0 ^a	2,2,2	0,0,0	3,1,3	0,0,0	0,0,0	1,1,1	0,1,1	0,0,0	1,2,2
	1,1,2	1,2,4	0,0,0	3,1,0	0,0,0	0,0,0	1,1,1	0,1,1	1,0,0	2,2,2
	2,0,1	1,2,2	0,0,0	2,0,1	0,0,0	0,0,0	1,1,1	0,0,1	0,0,0	1,1,2
	1,0,1	0,4,3	0,0,0	2,0,0	1,0,0	0,0,0	1,1,1	2,1,1	10,0,0	4,2,2
	1,1,1	3,2,2	0,0,0	0,1,1	0,0,0	0,0,0	1,1,1	1,0,1	0,0,0	2,1,1
	2,1,1	1,0,2	0,0,0	1,1,1	0,0,0	0,0,0	1,1,1	0,0,1	0,0,0	1,1,2
	1,0	1,2	0,0	1,1	0,0	0,0	1,1	0,1	1,0	2,2
	0,0,0	2,2,2	0,0,0	1,1,3	0,2,2	0,0,0	1,1,1	0,0,0	0,0,1	1,1,2
	0,0,0	11,2,2	11,0,0	6,1,0	0,1,0	0,0,0	1,1,1	0,1,1	1,0,0	2,2,2
	1,1,0	1,2,2	0,0,1	1,1,0	0,0,0	0,0,0	1,1,1	0,0,0	0,0,1	1,1,2
<u>Spring</u>	3,0,1	0,6,2	0,0,0	4,0,2	0,0,0	0,0,0	1,1,1	1,2,1	0,1,0	2,4,2
	1,0,1	0,4,1	18,0,0	0,1,1	0,0,0	0,0,0	1,1,1	1,0,1	0,0,0	2,1,1
	2,2,1	0,0,2	1,0,0	0,0,0	0,0,0	0,0,0	1,1,1	0,0,0	1,0,0	2,1,1
	1,1	2,2	0,0	1,1	0,0	0,0	1,1	0,1	1,0	2,2

a) See footnote for A7.

APPENDIX A 12

SUMMARY OF LANGUAGE ARTS INSTRUCTION FOR WHOLE DAYS IN PAIRED GRADE 2 CLASSES FOR WINTER AND SPRING (Observations: N=10)

Observations	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in Instruction				Total Adults
	No.Total Group	No.Sub- Group	No.Indi- vidual	No.Total Group	No.Sub- Group	No.Indi- vidual	No.Clrm. Tchrs.	No.Other Lic- ensed Tchrs.	Other Adults		
<u>Winter</u>	0, 1	4, 2	1, 0	1, 1	0, 0	1, 0	2, 2 a	1, 0	1, 0	4, 2	
	0, 1	6, 5	0, 4	2, 2	0, 1	0, 0	3, 2	0, 0	0, 0	3, 2	
	1	4	0	0	0	0	2	0	0	2	
<u>Spring</u>	0, 5	6, 3	3, 0	1, 1	5, 2	1, 0	2, 2 a	1, 0	1, 0	4, 2	
	0, 0	3, 4	0, 3	1, 2	3, 3	0, 1	3, 2	0, 1	0, 0	3, 3	
	0	2	0	0	0	0	2	0	0	2	
	All										

Spring All

a) One floater/2 classes

APPENDIX A13

SUMMARY OF LANGUAGE ARTS INSTRUCTION FOR HALF DAYS IN PAIRED GRADE 2 CLASSES FOR WINTER AND SPRING (Observations: N=4)

Observation	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in Instruction			Total Adults
	No.Total Group	No.Sub- Group	No.Indi- vidual	No.Total Group	No.Sub- Group	No.Indi- vidual	No.Clrm. Tchrs.	No.Other Lic- ensed Tchrs.	Other Adults	
<u>Winter</u>	0, 0	2, 2	0, 0	0, 0	0, 0	0, 0	2, 2	0, 0	0, 0	2, 2
<u>Spring</u>	0, 0	3, 2	0, 0	0, 1	0, 0	0, 0	2, 2	0, 0	0, 0	2, 2

APPENDIX A14

FIRST GRADE MATERIALS CHECKLIST
(N=56 Classrooms)

CURRICULUM AREA	MATERIALS	ADEQUATE	AVAILABLE, BUT LIMITED	IN USE	NOT IN VIEW IN ROOM	NO ^a RESPONSE
Language Arts	Basal Readers & Other Structured Texts	38	6	36	12	--
	Basal Supplementary Paraphernalia	22	5	4	21	8
	Workbooks	37	3	14	13	--
	Worksheets (commercial)	14	3	6	28	11
	Games	29	16	1	12	--
	Pictures (commercial)	31	11	6	14	--
	Tradebooks	29	24	7	5	--
	Chartpaper	41	6	10	9	--
	Teacher-made materials	36	12	9	6	2
	Tape recorder	3	3	2	49	1
	Record player	34	1	6	24	--
	Flannel board	20	5	10	25	5
	Puppets	19	3	4	35	--
	Dramatics	6	6	4	36	8
	Magazines	1				55
	Other (specify)					56
	Blocks	2	1			53
	Children's drawings	1		1		54
	Projector	11		2		41
	Telephones	10				46
	Television	9		1		46

^aRepresents frequency of no record made on this material. In many instances, this may reflect "not in view" but there is no available check on this.

APPENDIX A14 (cont'd)

CURRICULUM AREA	MATERIALS	ADEQUATE	AVAILABLE BUT LIMITED	IN USE	NOT IN VIEW IN ROOM	NO RESPONSE
Mathematics	Counters (specify)	20	6	7	27	3
	Clock	28	5	1	27	--
	Magnetic board and checkers	19	3	2	36	--
	Counting frames	23	2	1	31	--
	Fraction pies or frames	9	2	1	45	--
	Workbooks	20	3	6	29	4
	Kitchen equipment	5			51	--
	Children's mirror	3			53	--
	Class calendar	4			52	--
	Linear units of measure (specify)					56
	Ruler - Yardstick	8	1	1	46	--
	Thermometer model	5	1			50
	Liquid and bulk units of measure (specify)	1			50	5
	Quarts - Pints	2				54
	Measuring cups	2				54
	Scale	1				55
	Games	15	6		29	5
	Other (specify)		1		4	51
	Cut-outs	1				55
	Number charts	6			1	49
	Scale	2				54

APPENDIX A14 (cont'd)

CURRICULUM AREA	MATERIALS	ADEQUATE	AVAILABLE BUT LIMITED	IN USE	NOT IN VIEW IN ROOM	NO RESPONSE
Manipulative Materials	Blocks, toys					56
	Peg set, interlocking sets	21	4		30	11
	Puzzles	38	6	3	15	--
	Grocery corner	1				55
	Other (specify)	3			3	49
	Irons	1				55
	Doll house equip.	1				55
Science	Earth Science (rocks, etc.)	7	1	2	42	6
	Fish bowl, plants, living things	16	10	6	27	3
	Physical science magnets, elect. equip., etc.	6	2		43	5
	Texts	7				49
	Other (specify)		1	1	1	53
	Chart thermometer	7				49
Social Science	Economics study	7	3		37	9
	Pictures	18	14	1	24	--
	Textbooks	4			2	50
	Other (specify)					56
	Globe	4				52
	Teacher made charts with products				1	55
	Traffic signs	2				54

APPENDIX A14 (cont'd)

CURRICULUM AREA	MATERIALS	ADEQUATE	AVAILABLE BUT LIMITED	IN USE	NOT IN VIEW IN ROOM	NO RESPONSE
Arts	Plastic arts (clay, etc.)	9	2	1	43	2
	Graphic arts (paint, crayons)	43	5	6	33	--
	Crafts materials (scissors, paste)	30	3	6	22	1
	Tools (hammer, saw, etc.)	2		1	49	5
Music	Instruments	14	5	1	33	4
	Piano	8	3	1	42	3
Language Arts	Easel	2	2	1	8	44
	Ginn language kit	1				55
	Pocket charts	5		1		50
	Crayons	1		1		54
	Blackboard	1		1		54

APPENDIX A15

SECOND GRADE MATERIALS CHECKLIST
(N=46 Classrooms)

CURRICULUM AREA	MATERIALS	ADEQUATE	AVAILABLE BUT LIMITED	IN USE	NOT IN VIEW IN ROOM	NO ^a RESPONSE
Language Arts	Basal Reader & Other structured texts	34	5	30	7	--
	Basal supplementary paraphernalia	19	3	4	11	13
	Workbooks	25	3	12	10	8
	Worksheets (commercial)	8	3	6	22	13
	Games	13	9	1	17	7
	Pictures (commercial)	23	9	3	7	7
	Tradebooks	25	11	7	5	5
	Chartpaper	33	3	4	3	7
	Teacher-made materials	33	9	3	3	1
	Tape recorder	1	2		39	4
	Record player	13	1	1	30	2
	Flannel board	18	1	2	21	6
	Puppets	13	2		30	1
	Dramatics	7	1		37	1
	Pocket charts	6	2			38
	Other (specify)					46
	Overhead projector	1		1		44
	Filmstrip projector	2	1			43
	Diaramas with stories	1				45
	Television	1				45
	Traffic Signs	1				45

^aRepresents frequency of no record made on this material. In many instances, this may reflect "not in view" but there is no available check on this.

APPENDIX A15 (cont'd)

CURRICULUM AREA	MATERIALS	ADEQUATE	AVAILABLE BUT LIMITED	IN USE	NOT IN VIEW IN ROOM	NO RESPONSE
Mathematics	Telephone	2		1		43
	Counters (specify)	14	2	2	18	12
	One large abacus	5	2	1		39
	Clock	20	6	3	13	7
	Magneticboard and checkers	21	2		21	2
	Counting frames	20	2	4	16	8
	Fraction pies or frames	9			33	4
	Workbooks	15	2	3	23	6
	Calendar	2		1		43
	Household corner	1		1		44
	Linear units of measure (specify)					46
	Numbered lines	6	1	1	30	9
	Rulers	5		1		40
	Thermometer		1			45
	Qts. Pts.					46
	Liquid and bulk units of measure (specify)	7	1	1	31	7
	Scales	5				41
	Flashcards	1				45
	Hundred board	1				45
	Games	7			31	8
	Other (specify)	4		1	2	4
	Teacher-made games	1				45

APPENDIX A15 (cont'd)

CURRICULUM AREA	MATERIALS	ADEQUATE	AVAILABLE BUT LIMITED	IN USE	NOT IN VIEW IN ROOM	NO RESPONSE
Manipulative Materials	Flannel board	3		1		43
	Number chart	5		1		41
	Plastic figures	1				45
	Hundred board	1				45
	Peg set, interlocking sets				1	45
	Potholder loops	1				45
	Puzzles	16	4	1	25	1
	Other (specify)				6	40
Science	Blocks	2		1	1	43
	Scales	3			3	40
	Earth Science (rocks, etc.)	2	3		35	6
	Turtles, plants, living things	13	6	2	25	2
	Magnifying glass	1				45
	Physical Science (magnets, elect. equip., etc.)	6	2		32	6
	Thermometer	6				40
	Other (specify) text	3	1	1		42
	Charts	1	1		2	42
	Weather map	1		1		45
Social Science	Triangle tuning fork	1				45
	Economics study	6	3	1	27	10
	Pictures	16	8	3	17	5
	Globe	7				39

APPENDIX A15 (cont'd)

CURRICULUM AREA	MATERIALS	ADEQUATE	AVAILABLE BUT LIMITED	IN USE	NOT IN VIEW IN ROOM	NO RESPONSE
Arts	Other (specify) charts	2				44
	SRA recorded les.	4		1	2	40
	Grocery store	1		1		45
	Flannel fig.	1				45
	Text-basic social studies	3				43
	Plastic arts (clay, etc.)	9	3	1	31	3
	Graphic arts (paint, crayons)	22	8	1	15	1
	Easel	3				43
	Crafts materials (scissors, paste)	22	1	3	22	1
	Tools (hammer, saw, etc.)	2	2	1	38	4
Music	Records, instruments	7	5		31	3
	Piano				43	3

APPENDIX A16

MAJOR CATEGORIES AND SUBCATEGORIES OF
PROBLEMS RESOLVED AND UNRESOLVED

Aspects of Individualizing Instruction: meeting special needs (slow, fast, emotional) learner; generally, more individual attention given.

Instructional Groupings: class size; homogeneous and heterogeneous groupings; flexibility; small group instruction; and movement of children among groups.

Pupil Progress: reading achievement; interest in learning; evaluation of progress; self-concept, and transiency and attendance as related to progress.

Teacher-Pupil Relations: Better teacher-pupil relations--more teacher understanding of children.

Parent-Community Relations: frequency of encounters; and, effectiveness of encounters.

Materials, Equipment and Services: quantity and variety available; use of materials; availability of services (library and buses); and

Professional Growth: more cooperation and sharing among teachers; paired classrooms as training settings; adjustment to new organization; teaching skills; classroom management skills; and absenteeism.

Overall Program Organization: pairing; provision of time for cooperative planning; definition of role of coordinator and of paired teachers; coverage for prep periods; scheduling and use of space available; provisions for discipline, CRMD classes, and Bureau of Educational Guidance services; flexible programming; and classroom internal organization.

Instructional Program: classes for non-English speaking children; reading program; curriculum areas other than reading; open vs. rigid program; staffing; and split sessions.

Space: insufficient space to actually reduce ratios to 1/15 and 1/20; lack of space for small group instruction; and crowded classrooms.

No Problems Resolved

No Problems to be Resolved

APPENDIX A17

NUMBER OF PERSONNEL RESPONSES TO PROBLEMS RESOLVED AND UNRESOLVED

	<u>Grade 1</u> N=283		<u>Grade 2</u> N=142	
	<u>Resolved</u>	<u>Unresolved</u>	<u>Resolved</u>	<u>Unresolved</u>
<u>Individualizing Instruction</u>				
ECE Supervisors (N=15)	1	2	0	3
Principals (N=25)	10	0	6	0
Coordinators (N=23)	8	0	4	0
Grade 1 Teachers(N=220)	75	3		
Grade 2 Teachers(N=79)			44	11
	<u>94</u>	<u>5</u>	<u>54</u>	<u>14</u>
<u>Instructional Groupings:</u>				
<u>Size, Basis</u>				
ECE Supervisors (N=15)	8	0	4	2
Principals (N=25)	6	5	4	3
Coordinators (N=23)	4	4	7	
Grade 1 Teachers(N=220)	88	34		
Grade 2 Teachers(N=79)			32	19
	<u>106</u>	<u>43</u>	<u>47</u>	<u>24</u>
<u>Pupil Progress</u>				
ECE Supervisors (N=15)	0	4	0	1
Principals (N=25)	0	0	0	4
Coordinators (N=23)	1	0	3	0
Grade 1 Teachers(N=220)	24	33		
Grade 2 Teachers(N=79)			6	6
	<u>25</u>	<u>37</u>	<u>9</u>	<u>11</u>
<u>Professional Growth of Teachers</u>				
ECE Supervisors (N=15)	12	17	9	4
Principals (N=25)	13	8	6	3
Coordinators (N=23)	8	5	3	2
Grade 1 Teachers(N=220)	45	21		
Grade 2 Teachers(N=79)			0	5
	<u>78</u>	<u>51</u>	<u>18</u>	<u>14</u>

APPENDIX A17 (cont'd)

	<u>Grade 1</u> N=283		<u>Grade 2</u> N=142	
	<u>Resolved</u>	<u>Unresolved</u>	<u>Resolved</u>	<u>Unresolved</u>
<u>Overall Program Organization</u>				
ECE Supervisors (N=15)	15	21	15	14
Principals (N=25)	13	30	17	17
Coordinators (N=23)	11	29	16	6
Grade 1 Teachers(N=220)	68	122		
Grade 2 Teachers(N=79)			<u>29</u>	<u>41</u>
	<u>107</u>	<u>202</u>	<u>77</u>	<u>78</u>
<u>No Problems</u>				
ECE Supervisors (N=15)	0		0	
Principals (N=25)	2		2	
Coordinators (N=23)	3		1	
Grade 1 Teachers(N=220)	18			
Grade 2 Teachers(N=79)			<u>14</u>	
	<u>23</u>		<u>17</u>	
<u>No Problems to be Resolved</u>				
ECE Supervisors (N=15)		2		1
Principals (N=25)	0		2	
Coordinators (N=23)	<u>0</u>	<u>2</u>	<u>1</u>	<u>1</u>
	0	2	3	1
<u>Teacher-Pupil Relations</u>				
ECE Supervisors (N=15)	0	0	0	0
Principals (N=25)	0	0	1	0
Coordinators (N=23)	2	0	1	0
Grade 1 Teachers(N=220)	22			
Grade 2 Teachers(N=79)			<u>10</u>	
	<u>24</u>	<u>0</u>	<u>12</u>	<u>0</u>
<u>Parent-Community Relations</u>				
ECE Supervisors (N=15)	2	1	1	0
Principals (N=25)	1	3	1	2
Coordinators (N=23)	2	1	0	0
Grade 1 Teachers(N=220)	3	16		
Grade 2 Teachers(N=79)			<u>2</u>	<u>3</u>
	<u>8</u>	<u>21</u>	<u>4</u>	<u>5</u>

APPENDIX A17 (cont'd)

	<u>Grade 1</u> N=283		<u>Grade 2</u> N=142	
	<u>Resolved</u>	<u>Unresolved</u>	<u>Resolved</u>	<u>Unresolved</u>
<u>Materials and Equipment</u>				
ECE Supervisors (N=15)	4	4	2	3
Principals (N=25)	0	4	0	2
Coordinators (N=23)	3	4	0	1
Grade 1 Teachers(N=220)	9	29		
Grade 2 Teachers(N=79)			4	12
	<u>16</u>	<u>41</u>	<u>6</u>	<u>18</u>
<u>Instructional Program</u>				
ECE Supervisors (N=15)	3	4	3	3
Principals (N=25)	7	2	4	0
Coordinators (N=23)	7	11	5	4
Grade 1 Teachers(N=220)	34	37		
Grade 2 Teachers(N=79)			30	27
	<u>51</u>	<u>54</u>	<u>42</u>	<u>34</u>
<u>Space</u>				
<u>Insufficient Space</u>				
ECE Supervisors (N=15)		8		0
Principals (N=25)		8		5
Coordinators (N=23)		11		3
Grade 1 Teachers(N=220)		47		
Grade 2 Teachers(N=79)				22
		<u>74</u>		<u>30</u>

APPENDIX A18

RECOMMENDATIONS BY SCHOOL PERSONNEL

Subject of Recommendations and Grade Level	Number of Mentions				
	ECE Supervisor N=15	Prin- cipal N=25	Coord- inator N=23	Single Teachers N=66 N=59	Paired Teachers N=154 N=20
CLASS SIZE AND ORGANIZATION (184)					
Grade 1	4	11	9	21	87
Grade 2	4	8	7	17	15
SPECIAL SERVICES AND STAFF (152)					
Grade 1	3	8	9	21	51
Grade 2	12	12	11	12	17
TEACHER INVOLVEMENT IN TRAINING AND PLANNING FOR INSTRUCTION (122)					
<u>Training</u>					
Grade 1	11	7	9	2	28
Grade 2	10	4	4	1	3
<u>Planning</u>					
Grade 1	3	3	2	2	7
Grade 2	5	3	3	3	12
INSTRUCTIONAL GROUPINGS (66)					
Grade 1	1	5	5	12	18
Grade 2	1	6	3	4	11
MATERIALS AND EQUIPMENT (65)					
Grade 1	1	3	4	11	20
Grade 2	3	3	5	1	14
SPACE (64)					
Grade 1	2	4	5	2	27
Grade 2	2	4	4	6	8
PARENT-COMMUNITY RELATIONS (38)					
Grade 1	3	3	1	3	19
Grade 2	2	3	2	0	2
THE COORDINATOR (29)					
Grade 1	7	1	2	6	3
Grade 2	0	0	0	9	1
THE INSTRUCTIONAL PROGRAM					
Grade 1	0	1	3	3	2
Grade 2	0	1	2	2	7

APPENDIX A19

SEC PROGRAM ASSETS CITED BY SINGLE AND PAIRED FIRST GRADE TEACHERS^a

(Single Teachers, N=66; Paired Teachers, N=154)

Exists As An Asset	Three Most Outstanding Assets		Assets	
	Single	Paired	Single	Paired
8	94	1	30	30
38	21	46	24	24
47	114	30	70	70
9	52	4	13	13
10	29	2	2	2
13	41	2	3	3
24	109	7	62	62
14	24	7	3	3
25	54	7	9	9
40	110	22	41	41
16	54	6	14	14
31	84	16	25	25
20	46	6	6	6
38	73	13	24	24
44	74	21	29	29

^aFour single and 11 paired teachers did not respond.

APPENDIX A 20

SEC PROGRAM LIMITATIONS CITED BY SINGLE AND PAIRED FIRST GRADE TEACHERS

(Single Teachers, N=66; Paired Teachers, N=154)^a

Exists As A Limitation	Three Most Severe Limitations		Limitations	
	Single	Paired		
20	68	18	45	a. Pairing of teachers in one classroom
0	8	2	5	b. A single teacher with 15 children
8	23	3	11	c. Little time for planning for teaching
22	61	14	27	d. Little or no time for joint planning with other teachers
8	14	7	3	e. Little or no continuous evaluation of children's progress in reading
13	24	8	3	f. Lack of opportunity for enough small group instruction in reading
6	30	2	3	g. Small group membership tends to remain fixed over time
22	21	14	12	h. Little or no opportunity for teaching individual children
20	38	12	18	i. Little or no help in learning about new curriculum materials and methods
7	30	5	17	j. Little or no freedom to experiment with new materials and ways of teaching
30	78	23	45	k. Not enough parent contact to foster understanding of the educational program
16	111	13	95	l. Not enough space within the classroom for paired groups
23	95	15	69	m. Not enough space for small group instruction outside the classroom
13	53	9	23	n. Children get confused as to who their teacher is
14	31	12	13	o. Inflexibility of schedules due to instruction by other personnel
0	12	0	6	p. General confusion, chaos, and lack of discipline

^a

Ten single and eleven paired teachers did not respond

APPENDIX A21

POSITIVE RESULTS OF FIRST GRADE SEC PROGRAM^a (Single Teachers, N=66; Paired Teachers, N=154)^a

Exists As A		Three Most Advanced Results		Positive Results
Single	Paired	Single	Paired	
6	86	3	58	a. teachers' professional growth because of close working relationship with another teacher in the same classroom
20	50	14	23	b. teachers' professional growth because of organizational and instructional planning meetings with the coordinator
47	108	45	86	c. greater teacher knowledge of individual children's needs, problems, and growth
11	29	6	6	d. involvement of parents as active participants in the educational process
42	104	39	94	e. greater achievement of children in learning to read
36	81	20	36	f. greater achievement of children in other fundamental skills
22	99	15	36	g. children have the opportunity to work with more than one teacher

^a Twelve single and eighteen paired teachers did not respond.

APPENDIX A22

NEGATIVE CONSEQUENCES OF FIRST GRADE SEC PROGRAM

(Single Teachers N=66; Paired Teachers, N=154)^a

Exists As A Shortcoming		Three Most Negative Consequences		Negative Consequences	
Single	Paired	Single	Paired		
24	83	19	56	a. rapport problems among paired teachers	
12	39	8	22	b. lack of integration among content areas due to the number of different teachers in various subject matter areas	
9	24	8	17	c. necessity of some Grade I teachers to assume a floating teacher role rather than classroom teacher	
29	83	22	51	d. parents not involved or interested in the educational process	
6	23	6	18	e. no greater achievement of children in reading	
6	37	4	20	f. no greater achievement of children in other fundamental skills	
15	41	12	22	g. children are confused by having to work with several teachers	
2	16	3	14	h. other (lack of unity in discipline)	

^a Sixteen single and twenty-nine paired teachers did not respond.

REFERENCES

Board of Education, Books and Instructional Materials for Use in the Reading-Improvement Program, Grades 1-2, Circular, June 7, 1962, New York.

Board of Education, Nathan Brown Circular to All District Superintendents, (New York), October 3, 1967.

Board of Education, The Improvement of Reading by Means of Smaller Pupil-Teacher Ratios in Grades 1 and 2, Exhibit I (PATTERNS), (New York: Board of Education, 1967).

Board of Education, Summary of Proposed Programs, 1967-68, Title I -- Elementary and Secondary Act, (New York: Board of Education).

APPENDIX B

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B1

CENTER FOR URBAN EDUCATION
105 Madison Avenue
New York City 10016

June 17, 1968

Memo to: All participants in the Title I Evaluation
of the Grade 1 and 2 programs in New York
City poverty area schools

From: The Evaluation Team and its directors,
Dr. Mary Wilsberg and Dr. Sydney Schwartz

Please accept our sincere thanks for your excellent
cooperation in helping us gather information on the
implementation of the program for the reduced pupil-
teacher ratio in Grades 1 and 2.

We are well aware of the hectic schedules of New
York City public school personnel. Your gracious
acceptance of this additional burden on time that
the evaluational procedure required is fully appre-
ciated.

Our best wishes for a most enjoyable summer.

Mary Wilsberg
Sydney Schwartz

B2

CENTER FOR URBAN EDUCATION

April 1968

Title I Evaluations
Early Childhood
Project 05

TO: District Early Childhood Education Supervisors

FROM: Dr. Sydney Schwartz, Evaluation Chairman, and
Dr. Mary Wilsberg, Evaluation Director

RE: Evaluation of the 1967-68 Grade 1 and 2 Program in Poverty Area
Schools

Under contract with the Board of Education, the Center for Urban Education has undertaken a study of the E.S.E.A. Title I Program to Strengthen Childhood Education in Poverty Area Schools in New York City. The program provides for reduction of the teacher-pupil ratio in Grade 1 to 1/15, and in Grade 2 to 1/20. Also, additional funds are provided for materials, including the purchase of paperback books for children to take home. The major goal of the program is the improvement of children's reading achievement by increasing the number of teachers available to work with children.

Early childhood education supervisor perceptions about the 1967-1968 program are deemed important in this evaluation. It was felt that the information needed could be gathered by means of a questionnaire. Effort was made to construct this questionnaire in a way that will not require extensive writing or time on your part. The data collected from any supervisor is confidential. It will be incorporated into the final report, but no specific district or person will be mentioned in the final evaluation.

It is important that we receive information from all early childhood education supervisors in the New York City system. Your cooperation is sincerely requested. Please return your questionnaire in the enclosed envelope by May 6.

B3

Center For Urban Education

District # _____

Number of Schools in District _____

Date _____

EARLY CHILDHOOD EDUCATION
SUPERVISOR QUESTIONNAIRE

1. Were you involved in the spring of 1967 in planning for the Strengthened Early Childhood Program for grades 1 and 2?

Yes _____ No _____

If yes, what responsibilities did you assume? (Check those in which you actively participated)

- _____ Determining the number of additional personnel required for each school in your district
_____ Participation in an orientation program for project coordinators
_____ Preparing written guides for organizing and deploying space and personnel for instruction
_____ Other (specify) _____

2. What per cent of your time have you devoted to the various early childhood education programs in your district this academic year?

<u>Program</u>	<u>Time</u>
Prekindergarten	_____ %
Kindergarten	_____ %
Grade 1	_____ %
Grade 2	_____ %

3. How many meetings and observations related to grade 1 and 2 programs have you been able to have this year?

- _____ Number of district meetings with grade 1 and 2 teachers
_____ Number of meetings with administrative personnel of schools in your district
_____ Number of meetings with school program coordinators
_____ Number of schools in your district you were able to visit to observe grade 1 and 2 programs

4. How effective do you think the spring orientation program for coordinators was? (circle one)

- a. very effective
- b. effective
- c. slightly effective
- d. slightly ineffective
- e. ineffective
- f. don't know

5. How effective do you think the fall orientation of teachers to the new program was? (circle one)

- a. very effective
- b. effective
- c. slightly effective
- d. slightly ineffective
- e. ineffective
- f. don't know

6. How effective has your district been in informing parents of the new grade 1 and 2 program and involving them in the educational process? (circle one)

- a. very effective
- b. effective
- c. slightly effective
- d. slightly ineffective
- e. ineffective
- f. don't know

7. How do you feel now about the grade 1 program in schools in your district? (circle one)

- a. completely positive
- b. strongly positive, but not completely
- c. slightly positive
- d. slightly negative
- e. strongly negative, but not completely
- f. completely negative

8. How do you feel about the continuation of the current grade 1 program? (circle one)

- a. continue as now organized
- b. continue, but modify organization
- c. discontinue
- d. undecided

9. How effective do you think the current grade 1 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (circle one)
- a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective
10. What problems in your district's grade 1 program have been resolved this year?
- a.
 - b.
 - c.
11. What problems remain unresolved in your district's grade 1 program?
- a.
 - b.
 - c.
12. What recommendations would you suggest for improvement of the grade 1 program?
- a.
 - b.
 - c.
13. How do you feel now about the grade 2 program in schools in your district? (circle one)
- a. completely positive
 - b. strongly positive, but not completely
 - c. slightly positive
 - d. slightly negative
 - e. strongly negative, but not completely
 - f. completely negative

14. How effective do you think the current grade 2 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (circle one)
- a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective
15. How do you feel about the continuation of the current grade 2 program? (circle one)
- a. continue as now organized
 - b. continue, but modify organization
 - c. discontinue
 - d. undecided
16. What problems have been resolved this year in your district's grade 2 program?
- a.
 - b.
 - c.
17. What problems remain unresolved in your district's grade 2 program?
- a.
 - b.
 - c.
18. What recommendations would you suggest for improvement of the grade 2 program?
- a.
 - b.
 - c.
19. Additional Comments
(Please use the back of this page.)

B7

Center for Urban Education

PRINCIPAL'S INTERVIEW GUIDE

School_____Date_____Interviewer_____

1. How has the addition of a coordinator effected the work load of the primary assistant principal this year? (circle one)
 - a. much heavier
 - b. heavier
 - c. the same
 - d. a little lighter
 - e. much lighter
 - f. don't know
 - g. no coordinator

2. Have the roles of the primary assistant principal and the coordinator been clearly delineated?

Yes_____ No_____

If no, please note where conflicts or overlapping occur.

3. How effective do you think the coordinator has been in implementing the Grade 1 and 2 program in your school? (circle one)
 - a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective
 - f. don't know

4. How effective do you think the fall orientation of all grade 1 and 2 teachers was to the new program? (circle one)
 - a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective
 - f. don't know
 - g. no orientation

5. How effective have those involved in the grade 1 and 2 program been in informing parents of the new program and involving them in the education of their children? (circle one)
- a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective
 - f. don't know
6. How do you feel now about the grade 1 program in your school? (circle one)
- a. completely positive
 - b. strongly positive, but not completely
 - c. slightly positive
 - d. slightly negative
 - e. strongly negative, but not completely
 - f. completely negative
7. How do you feel about the continuation of the current grade 1 program? (circle one)
- a. continue as now organized
 - b. continue, but modify organization
 - c. discontinue
 - e. undecided
8. How effective do you think the current grade I program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (circle one)
- a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective
9. What problems in your grade I program have been resolved this year?
- a.
 - b.
 - c.

10. What problems remain unresolved in your grade 1 program?
- a.
 - b.
 - c.
11. What recommendations would you suggest for improvement of the grade 1 program?
- a.
 - b.
 - c.
12. How do you feel now about the grade 2 . program in your school?
(circle one)
- a. completely positive
 - b. strongly positive, but not completely
 - c. slightly positive
 - d. slightly negative
 - e. strongly negative, but not completely
 - f. completely negative
13. How do you feel about the continuation of the current grade 2 program? (circle one)
- a. continue as now organized
 - b. continue, but modify organization
 - c. discontinue
 - d. undecided
14. How effective do you think the current grade 2 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (circle one)
- a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective

15. What problems have been resolved this year in your grade 2 program?
 - a.
 - b.
 - c.
16. What problems remain unresolved in your grade 2 program?
 - a.
 - b.
 - c.
17. What recommendations would you suggest for improvement of the grade 2 program?
 - a.
 - b.
 - c.
18. What suggestions do you have to help teachers in paired classrooms assume joint responsibility for instruction in all curriculum areas (as opposed to taking turns in total group instruction)?
19. What suggestions do you have for organizing for instruction in a way that will diminish fragmentation of the instructional program and permit relationships to be made among subject areas?

20. What suggestions do you have to increase parent and community understanding of the grade 1 and 2 program and involvement in the education of their children?

21. Additional Comments

B12
Center for Urban Education

Title I Evaluations
Early Childhood-05

COORDINATOR'S INTERVIEW GUIDE

School _____ Date _____ Interviewer _____

1. What aspect of the coordinator's role do you think you have carried out most effectively this year? (Record only the one aspect deemed most effective.)
2. What three aspects of the coordinator's role do you think are the most important for you to concentrate on to effect the best possible grade 1 and 2 program?
 - a.
 - b.
 - c.
3. How many auxiliary rooms do you have available for small group work, excluding the library, lunchroom, and hall? (List rooms named.)
Number _____
4. What should be the content of an orientation program for new coordinators? (List specific items named)
 - a.
 - b.
 - c.
5. What should be the content of an orientation program for grade 1 and 2 teachers? (List specific items named)
 - a.
 - b.
 - c.

6. How should grade 1 teachers be paired?
(Ask for procedures and basis.)
7. What suggestions do you have to help teachers in paired classrooms assume joint responsibility for instruction in all curriculum areas (rather than taking turns in total group instruction)?
8. What suggestions do you have for organizing for instruction in a way that will diminish fragmentation of the instructional program and permit relationships to be made among subject areas?
9. What suggestions do you have to increase parent and community understanding of the grade 1 and 2 program and involvement in the education of their children?
10. How do you feel now about the grade 1 program in your school?
(circle one)
 - a. completely positive
 - b. strongly positive, but not completely
 - c. slightly positive
 - d. slightly negative
 - e. strongly negative, but not completely
 - f. completely negative

11. How do you feel about the continuation of the current grade 1 program? (circle one)
- a. continue as now organized
 - b. continue, but modify organization
 - c. discontinue
 - d. undecided
12. How effective do you think the current grade 1 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (circle one)
- a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective
13. What problems in your grade 1 program have been resolved this year?
- a.
 - b.
 - c.
14. What problems remain unresolved in your grade 1 program?
- a.
 - b.
 - c.
15. What recommendations would you suggest for improvement of the grade 1 program?
- a.
 - b.
 - c.

16. How do you feel now about the grade 2 program in your school?
(circle one)
- a. completely positive
 - b. strongly positive, but not completely
 - c. slightly positive
 - d. slightly negative
 - e. strongly negative, but not completely
 - f. completely negative
17. How do you feel about the continuation of the current grade 2 program?
(circle one)
- a. continue as now organized
 - b. continue, but modify organization
 - c. discontinue
 - d. undecided
18. How effective do you think the current grade 2 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (circle one)
- a. very effective
 - b. effective
 - c. slightly effective
 - d. slightly ineffective
 - e. ineffective
19. What problems have been resolved this year in your grade 2 program?
- a.
 - b.
 - c.

20. What problems remain unresolved in your grade 2 program?

a.

b.

c.

21. What recommendations would you suggest for improvement of the grade 2 program?

a.

b.

c.

22. Additional Comments

CENTER FOR URBAN EDUCATION

To: Observation Team
From: Mary Willsberg

Early Childhood Project
Strengthened Programs in Grades 1 and 2
Project Number 05

Background Information

The Title I grant to the New York City Board of Education is entitled, The Program to Strengthen Early Childhood Education in Poverty Area Schools. This evaluation is concerned with Part B, Reduction of Pupil-Teacher Ratio in Grade 1 to 1/15; Part C, Reduction of Pupil-Teacher Ratio in Grade 2 to 1/20; and Part D, Additional Materials for Grades 1 and 2.

The summary form of project descriptions states, "The major purpose of these programs is to improve the reading level of children by means of smaller pupil-teacher ratio." It goes on to say that a variety of patterns of instruction are to be tried, with the ultimate goal being that children achieve. The proposal lists the following aspects of the program to be stressed: understanding of developmental needs of little children; of special needs of the disadvantaged, curriculum for early childhood, methods of teaching reading, enrichment of materials for building reading program, diagnosis of reading difficulties, evaluation of progress, teacher training, and community and parent involvement, participation, and training.

The responsibility for the program in Grade 1 and/or 2 is given to the coordinator of the program, working under the supervision of the principal. The proposal lists twelve responsibilities to be assigned by the coordinator. The coordinators were selected by principals from among experienced early childhood teachers. Pre-interviews revealed that the assistant principal assigned to primary grades, in most cases, worked closely with the coordinator in setting up the programs and has continued to work with the coordinator. You may find, too, that the coordinator was last year's acting primary assistant principal. Coordinators are not permitted to carry a roll book, but they are expected to work with children in various aspects of the program. They are figured in the pupil-teacher ratio, I think. You may find that children assigned to a teacher for rollbook purposes are spread around "homerooms" conducted by other teachers.

Winter Interviews and Observations

The evaluation design calls for three days to be spent by one observer in each school in the sample. The sample is a selected random sample of one school from each of 25 districts in four boroughs. The sample was selective in that it was deemed important to get large schools with both paired and single first grade classes and small schools that probably will have less complicated organizational patterns.

Pre-interviews revealed that each school sets up its own organizational pattern for instruction. Large schools may have complicated patterns, particularly in their first grades, with some teachers assigned as "classroom" teachers and others as "floaters." In these settings you may even find subdivisions of "families" of classes. For example, if there are nine first grade classrooms, these may be grouped in families of three classrooms with certain personnel (classroom teachers and floaters) assigned to the specific families. It is expected that the regular special service school personnel will continue to service the first and second grades. Thus, you see that the organization for instruction can be most complicated.

In many cases, lack of space means that two classes in the first grade (approximately 30 children) and two teachers are housed in the same room. These are referred to as "paired" classes, as opposed to "single" classes. Some schools even refer to the "single" classes as "self-contained." All this is merely to alert you to the fact that there is not a common set of terms used to refer to specific settings and arrangements. You may also encounter the terms, "cluster" and "teaming." You will have to find out, in your initial interviews with the program coordinators and assistant principals, what the existing organizational pattern is for first grade and for second grade (expect that, in most cases, these will be different) and what the terms they use refer to. With the coordinator, you will have to identify three first-grade teachers to observe for a half day each, and two second-grade teachers for your half-day observations. These teachers you are to follow through the course of a half day. In situations where there are both "classroom" teachers and "floaters," be sure that one of the first grade teachers identified for observation is a floater. If this happens to be the case with second grades, too (I doubt you will find this), then one of the second-grade teachers identified should be a floater.

If the organizational plan includes both single and paired classes, be sure that two of the first-grade teachers identified are assigned to paired classes and one to a single class. It would probably be easier to take two paired teachers housed in the same classroom.

It is essential that we get a good idea of the various organizational patterns for instruction during these winter visits. Time does not permit (1) the development of the kind of classroom observation guide which calls for the computation of observer reliability, or (2) the training of observers to use such instruments. Based on information gained during these winter visits, we will develop new observation guides for the late spring visits. I will set up a meeting for the entire observation team in March, after everyone has completed winter visits, to plan for the spring instruments. We'll have another meeting in May before the second round of visits to examine new instruments and procedures.

Teacher questionnaires will go out in March or April to approximately 500 teachers (there are over 1400 first-grade and over 600 second-grade teachers in the system). You won't be asked to do anything with this part of the data gathering, other than to offer suggestions for questionnaire items, based on insight gained from your winter visits. These suggestions will be gathered at our March meeting.

Our central objective in this evaluation is a thorough examination of the current organizational patterns and the resulting programs of instruction in Grades 1 and 2. It is important that we look objectively (not through either rose or gray tinted glasses) in an effort to present an objective evaluation. No standardized testing has been included in this evaluation for several reasons. First, achievement tests have not been administered at the end of Grade 1 in the recent past (they do give a couple readiness tests); thus, there is not base line data for comparison purposes. Second, since this was conceived as a two-year program, comparison of standardized achievement test results should not be made until children have completed two years in the new strengthened program.

Schedule for Data Gathering

The total evaluation design calls for the following for each program (school) in the sample:

<u>Winter</u>	Conference with principal	Duration: three days
	Interview with program coordinator	
	Interview with primary assistant principal	
	Interviews with the three Grade 1 teachers observed	
	Interviews with the two Grade 2 teachers observed	
	Half day observations of three Grade 1 teachers and two Grade 2 teachers	

Early

<u>Spring</u>	Teacher Questionnaires sent to approximately 500 teachers
---------------	---

Late

Spring	Interview with principal	Duration: 3 or 3½ days
	Interview with program coordinator	
	Interview with district early childhood education supervisor	
	Observation of the same Grade 1 and 2 teachers observed during the winter visits	

CENTER FOR URBAN EDUCATION

To: Observation Team
From: Mary Wilsberg

Early Childhood, Grades 1 and 2
Project Number 05

Procedures for School Visits

1. Principals will be notified by mail that their Grade 1 and 2 programs are part of the sample (see your copies of communication sent).
2. Contact principals by telephone to arrange for first day of visits. Wait until January 18 to begin calls to principals to allow for them to receive the letter from me. Ask the principal to make arrangements for initial interviews with program coordinators and assistant principals your first morning in the school. You must interview the coordinator before any classroom observations can be made, because it is with her that you will arrange for your classroom observations. Ask that the coordinator call you early in the morning in case of illness on the day scheduled for your initial visit. If the primary assistant principal is ill that day, you can pick up an interview with her later, although it is desirable that you see her that first morning, too.
3. First Day Visit

- 9:00 a.m. 1. Brief conference with the principal - pay respects, answer questions on procedures and evaluation design. Tell him his interview is scheduled for late spring. If he isn't going to be in that day, catch him another time.
2. Interview with program coordinator
Use interview guide
Arrange for classroom visits and noon interview with grade 1 teacher
Ask her to take you on a tour of school setting for Grade 1 and 2 programs, if this seems necessary for your orientation
Get program organization sheets
3. Interview with primary assistant principal
Use interview guide
4. Interview with Grade 1 teacher who is to be observed that afternoon (this will probably need to take place at noonhour)
- 1:00 p.m. 5. Observation of Grade 1 teacher.

4. Second and Third Day Visits

- One full day, first grade a.m. and p.m. observations - two teachers
Noon interviews with those two teachers
- One full day, second grade a.m. and p.m. observations - two teachers
Noon interviews with those two teachers

5. Your three days of visits don't necessarily have to be on consecutive days. Make arrangements for the second and third days in a school during your initial interview with the coordinator. Notify her if you are ill on the day of a scheduled visit and reschedule the visit. You will have materials in time to begin visits by Thursday, January 25, so you can call ahead and make arrangements beginning with that date.
6. If any principal responds negatively and you sense trouble, call me immediately and describe the situation. I'll contact CUE and they will work with the Board, if necessary, on the matter. Don't press matters yourself. Put to use your best public relations skills!

Procedures for Reporting

1. You should receive a letter of contract from CUE. You must accept, in writing to CUE, before you can be paid. If you haven't heard from CUE by the end of January, let me know.
2. Keep track of time and expenses and record in designated categories on the sheets provided (see directions attached to time sheets). Make one carbon (a second carbon if you want to retain a copy). Mail the original and one carbon to me at the end of each two-week time period. I'll forward the originals to CUE when all have been received. For expenses, take odometer readings. If you want reimbursement of tolls, you must attach receipts. Record the name of the project, Early Childhood, Parts B and C, and Project Number 05 on all time sheets and any other correspondence.
3. After each day of visitation, check your interview and observation guides. I will give you extra copies in case you need to rewrite to make it legible. After finishing three days of visits in a school, complete your summary form and send it, along with all data collected in that school, to me. Don't wait to return data gathered from all schools assigned to you at once.

Mary Wilsberg Asad
100 La Salle Street, Apt. 2B
New York, N.Y. 10027

Telephone: 865-9199

4. Complete a School Personnel Record Form for each school visited. Get this information during your first day in a school. Ask either the coordinator or the assistant principal for the information requested on the district ECE supervisor. Make a duplicate of the Form. Send one copy to me and retain one copy for reference for the late spring visits. Please get this to me after your initial visit to a school. CUE has asked for some of this information.

CENTER FOR URBAN EDUCATION

January 15, 1968

To the Principal of P.S. _____

Dear _____:

Under contract with the Board of Education, the CENTER FOR URBAN EDUCATION is undertaking at this time a study of the E.S.E.A. Title I Program to Strengthen Childhood Education In Poverty Area Schools in New York City.

Dr. Nathan Brown, Executive Deputy Superintendent has given authorization for this evaluation in General Circular No. 8, 1967-1968.

Your school has been selected as one of a sample of schools for this phase of the study. The research design includes classroom observation of Grade 1 and 2 classes in the winter and again in late spring, interviews with the program coordinator, the assistant principal assigned to primary grades, teachers who are observed, and the principal. A teacher questionnaire will be sent to approximately 500 teachers in the system, including those teachers observed. The sample population includes one school, randomly selected, from each of twenty-five districts.

Within a short time, you will be contacted by a member of the research staff who will make arrangements to spend three days in your school sometime the end of January or during February. On the morning of the first day's visit he will describe briefly to you his work in your school. He will then need to interview the Grade 1 and 2 program coordinator and the assistant principal assigned to the primary grades. Also, he will arrange, through your coordinator, to observe one and a half days in first grade classes and one day in second grade classes. During the noon hours he will interview teachers who were observed. In March teacher questionnaires will be mailed to those teachers observed and to many other teachers in the system. In late May or early June the classes observed in January and February will again be observed. At this time an interview with the principal and a second interview with the program coordinator will be arranged.

Your cooperation is sincerely requested in order that this study may be conducted objectively and under the best possible conditions.

Sincerely,

Mary Wilsberg
Evaluation Director

CENTER FOR URBAN EDUCATION

1. Who is the Evaluation Director?

Sydney Schwartz, of Teachers College, is the Director for The Program to Strengthen Early Childhood Education In Poverty Area Schools in New York City. Mary Wilsberg, of Queens College, is the sub-director for Parts B and C, the Grade 1 and 2 programs.

2. Who are the persons assigned to observe and interview?

College instructors in elementary teacher education who have had experience teaching in elementary schools.

3. What will I be asked to do?

Inform your program coordinator and assistant principal in charge of primary grades of the evaluation.
Arrange with the researcher, who will contact you, for the first day's visit.
Be interviewed in late spring.

4. Will I be informed in advance of visits?

Yes, you will be notified by telephone.

5. Shall I alert my staff to your visits?

Yes. The researcher must see the program coordinator before observing the program. In late spring the same teachers observed in the winter will be observed. The researcher must be notified in the event of their absence and another observation date set.

6. Will I be permitted to see any of the instruments you plan to use?

Yes. However, Center policy does not permit us to leave copies of these instruments with anyone.

7. Will the school be mentioned in your report?

No. The data collected from any school is confidential; it will be part of the report, but no specific school or person will be mentioned in the final evaluation.

8. Will the completed report be available to me?

Yes. Copies of the report are sent to the Board of Education, Office of Public Information, Mr. Jerome Kavalcik.

Directions for program coordinator's interview.

Please read through the questionnaire and the interview guide carefully before going to the school.

Leave the entire section entitled Questionnaire with her and pick it up the next time you are in the school. She can complete this independently.

Administer section 2 of the Interview, but leave parts blank where she needs to check figures; if incomplete leave section 2 for her to complete and pick up later in the day or on your next visit. This section deals with program organization, so you will need to ask these questions for your own orientation to the program. Skip over those she can't readily answer.

Administer section 3 of the Interview, but DO NOT LEAVE this section with her.

When you have all three sections completed, please staple together. Under the coordinator's name, indicate (when you get home) whether Negro, Puerto Rican, or White.

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Center For Urban Education
GRADE 1 and 2 PROGRAM
COORDINATOR'S QUESTIONNAIRE

Section 1

1. School _____ Borough _____ Date _____
Coordinator's Name _____
2. M _____ F _____
3. Undergraduate education: a. Where? _____
b. Major _____ c. Degree _____
4. Graduate education: a. Where? _____
b. Major _____ c. Degree _____
d. Number of credits? _____
5. License(s): (please circle) Early Childhood Common Branches
Other _____ Regular Substitute
6. Total years of teaching experience _____
7. Years at this school _____
8. Prior experience: please list the school, borough or city (and state if other than New York), the number of years there, and the position you held.
School _____ Place _____ No. yrs. _____ Position _____
School _____ Place _____ No. yrs. _____ Position _____
School _____ Place _____ No. yrs. _____ Position _____
9. Current teaching role within the program _____
10. Approximate number of hours per week currently spent in the teaching role _____

11. Approximate number of hours per week currently spent in planning for instruction with teachers in
 - a. group planning _____
 - b. planning with individuals _____
 - c. guiding student and/or apprentice teachers _____
12. Approximate number of hours per week currently spent in parent-related work in
 - a. arranging for parent-teacher conferences _____
 - b. other parent contacts (conferences, calls) _____
 - c. parent-teacher meetings or other community contacts (number so far this year) _____
13. Approximate number of hours per week currently spent in previewing and listing visual aids and basic instructional materials _____
 - a. at the beginning of the year _____
14. Approximate number of hours per week currently spent serving as a liaison person with administrative and teaching personnel _____
15. Approximate number of hours per week currently spent in assessing pupil progress by
 - a. evaluating profile records of children _____
 - b. giving appropriate short-term informal tests _____
16. Approximate number of hours per week currently spent in guiding and assisting in pupil grouping and regrouping _____
 - a. at the beginning of the year _____
17. Approximate number of hours per week currently spent in scheduling use of space and equipment _____
 - a. at the beginning of the year _____
18. Approximate number of demonstration lessons given so far this year _____
19. Approximate number of hours per week currently spent in conferencing with the primary assistant principal _____
 - a. at the beginning of the year _____

20. Did you have training sessions prior to the opening of school in September?

yes _____ no _____

If yes, then how much time was spent with

a. Grade 1 and 2 teachers together _____ hours

b. Grade 1 teachers separately _____ hours

c. Grade 2 teachers separately _____ hours

d. Inexperienced teachers _____ hours
(both Grades 1 and 2)

21. If no, did you have special planning sessions after school started in

September? yes _____ no _____

a. Where? _____

b. How much time was spent? _____

22. Did anyone assist you with the September planning sessions? yes _____ no _____

23. If yes, who? (circle number of those who helped)

1. Assistant principal

2. Principal

3. ECE supervisor

4. Other (specify)

How?

24. What were your major problems in setting up the program in September?
(number in order of magnitude of problem, beginning with 1, indicating
greatest problem)

_____ assignment of space
_____ assignment of personnel to space and role
_____ acquiring and distributing audiovisual and instrumental
materials
_____ setting up pupil grouping
_____ setting up a schedule
_____ other (specify)

25. What are your major problems currently? (again, number in descending
order according to magnitude)

_____ utilization of space
_____ feelings of teachers concerning assigned role and space
_____ effective utilization of audiovisual and other instruc-
tional materials
_____ grouping and regrouping of pupils
_____ gaining parent and community involvement
_____ rapport with teachers or administrative staff
_____ competency of teachers
_____ other (specify)

Center For Urban Education

PROGRAM COORDINATOR'S INTERVIEW

Section 2: Program Organization

26. What is the total number of pupils?

a. Grade 1 _____

Grade 2 _____

27. What is the ethnic population?

a. Grade 1

b. Grade 2

Negro _____%

Negro _____%

Spanish Speaking _____%

Spanish Speaking _____%

P. R. _____

P. R. _____

Dom. Rep. _____

Dom. Rep. _____

Cuban _____

Cuban _____

Other _____%

Other _____%

Oriental _____

Oriental _____

White _____

White _____

28. Does this represent the ethnic population of the total school?

Yes _____

No _____

29. If no, how is it different?

30. Approximate number of Non-English children in categories listed below for

a. Grade 1

b. Grade 2

1 -- 4 _____

1 -- 4 _____

5 -- up _____

5 -- up _____

31. Number of allotted teaching positions for

a. Grade 1 _____

b. Grade 2 _____

32. Number of filled teaching positions for

a. Grade 1 _____

b. Grade 2 _____

33. Number of teaching positions allotted to the Grade 1 and 2 programs, but assigned elsewhere in the school _____
34. Number of teaching positions not filled because the Board has not assigned anyone to the position _____
35. Background of teaching experience of teachers in
- | | |
|------------------------------|------------------------------|
| a. Grade 1 | b. Grade 2 |
| No. with experience _____ | No. with experience _____ |
| No. without experience _____ | No. without experience _____ |
| I. T. T. _____ | I. T. T. _____ |
36. Number of classrooms in use in
- | | |
|------------------|------------------|
| a. Grade 1 _____ | b. Grade 2 _____ |
|------------------|------------------|
37. Number of first-grade classrooms with a pupil-teacher ratio of
- | | |
|---------------------------|---------------------------|
| a. 1/15 _____
(single) | b. 2/30 _____
(paired) |
|---------------------------|---------------------------|
38. Number of second-grade classrooms with a pupil-teacher ratio of
- | | |
|---------------|---------------------------------|
| a. 1/20 _____ | b. 1/more than 20 _____ |
| | (designate no. of pupils) _____ |
39. Please indicate the kind of teaching positions found in each grade and the number of teachers in those positions currently
- | | |
|-------------------------------|-------------------------------|
| a. Grade 1 | b. Grade 2 |
| no. of classroom tchrs. _____ | no. of classroom tchrs. _____ |
| no. of floating tchrs. _____ | no. of floating tchrs. _____ |
| other (specify) _____ | other (specify) _____ |
40. Please indicate the number of preparatory periods per week for each position
- | | |
|----------------------------|----------------------------|
| a. Grade 1 | b. Grade 2 |
| classroom tchr., no. _____ | classroom tchr., no. _____ |
| floater, no. _____ | floater, no. _____ |
| other (specify), no. _____ | other (specify), no. _____ |

41. Please indicate the approximate number of hours per week other resource personnel ordinarily assigned to the school devote to the Grade 1 and Grade 2 programs. If none, please write none.

	Grade 1	Grade 2
a. Non-English Speaking Coordinator	_____	_____
b. Auxiliary Teachers (specify) _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
c. Guidance Counselor	_____	_____
d. School Aide (s)	_____	_____
How many?	_____	_____
e. Student Teacher/	_____	_____
How many?	_____	_____
f. Librarian	_____	_____
g. Cluster Teacher	_____	_____

42. Is the time spent by the above personnel more, the same, or less than the time they spent in Grades 1 and 2 last year?

a. Grade 1	b. Grade 2
more _____	more _____
the same _____	the same _____
less _____	less _____
c. If more, specify by whom and in which grade _____	

d. If less, specify by whom and in which grade _____	

43. On what basis were children assigned to classroom settings in September?

a. Grade 1

b. Grade 2

44. Were small groups that meet regularly set up?

a. Grade 1 yes _____ no _____

b. Grade 2 yes _____ no _____

45. If yes for Grade 1, what are the content areas for each small group and the basis for grouping? (Please list name of content area, basis for grouping, and times per week it meets.)

<u>Content area</u>	<u>Basis</u>	<u>No. of meetings/week</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

46. If yes for Grade 2 what are the content areas and basis for grouping for each small group? (Please list name of content area, basis for grouping and times per week it meets).

<u>Content area</u>	<u>Basis</u>	<u>No. of meetings/week</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

47. Does membership in the samll, regularly meeting groups change? (Circle one)

a. very frequently

b. frequently

c. seldom

d. almost never

48. Usually, who determines change in small group membership? (circle one)

- a. teacher of small group
- b. classroom teacher
- c. coordinator
- d. coordinator with a teacher
- e. other (specify) _____

49. What criteria are used to determine need to change a child from one small group to another?

50. Have any special provisions been built into the organizational plan for individual instruction?

yes _____ No _____

If yes, describe:

51. Does the organization provide for the occurrence of spontaneously formed small groups?

yes _____ no _____

If yes, how?

52. How would you rate the competency of your staff?

- | | |
|----------------------|----------------------|
| a. Grade 1 | b. Grade 2 |
| no. competent _____ | no. competent _____ |
| no. adequate _____ | no. adequate _____ |
| no. inadequate _____ | no. inadequate _____ |

53. Are you able to get substitute teachers when Grade 1 and 2 teachers are absent? (circle one)

- a. yes, all the time
- b. usually, but not always
- c. about half the time
- d. slightly under half the time
- e. seldom

54. Approximately what per cent of the time would you say you have been able to get substitute teachers for Grades 1 and 2 when needed? _____%

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Center for Urban Education
PROGRAM COORDINATOR'S INTERVIEW

Section 3: Perceptions

53. How did you feel about the Program when it began? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

54. How do you feel about the Program now? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

55. What is the general attitude of your staff of teachers to the program?
(circle one)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

If 4 or 5, why?

56. Can you get all teachers at one grade level together at the same time if you wish to?

yes _____ no _____

If no, why?

57. When you have group meetings dealing with instructional approaches and methodology, how effective do you think they are? (circle one)

1. Extremely effective
2. Moderately effective
3. Slightly effective
4. Not effective

58. Has the reduced pupil-teacher ratio resulted in changes in methods of instruction?

1. yes _____ 2. no _____

59. If yes: Have these changes been: (circle number)

1. Substantial 2. Moderate 3. Slight

Specify:

60. How adequate have the provisions been of materials and equipment in your program? (circle number)

1. More than adequate
2. Adequate
3. Less than adequate

61. How effective do you consider these materials and equipment? (Consider availability, frequency of use, quality, appropriateness, etc.) (circle one)

1. Very effective
2. Moderately effective
3. Slightly effective
4. Ineffective

Why?

62. Have there been changes in the teaching of reading? yes _____ no _____

63. If yes, what kinds of changes?

64. Do you think the program has had an effect on the number of children who begin to learn to read?

yes _____ no _____

65. If no, why?

66. How is pupil progress in learning to read being evaluated? (circle all procedures used)

1. by one teacher
2. by a group of teachers
3. by one teacher and the coordinator
4. by a group of teachers and the coordinator
5. other (specify) _____

67. To what degree has the assistant principal been of help to you this year? (circle one)

1. Extremely helpful
2. Slightly helpful
3. Not helpful
4. A hindrance

68. How do you think the 1967-68 Grade 1 and 2 Program has changed the role of the assistant principal? (circle one)

1. made her role heavier
2. made her role lighter
3. no change

69. If 1 or 2, why?

70. To what degree has the Early Childhood supervisor been of help to you? (circle one)

1. Extremely helpful
2. Slightly helpful
3. Of no help

Specify:

71. Has the principal been helpful? (circle one)

1. Extremely helpful

2. Slightly helpful

3. Of no help

Specify:

72. What problems have been resolved?

73. What problems remain unresolved?

74. What do you consider the most valuable aspect of the program that you have implemented?

75. Additional comments:

Center for Urban Education

Early Childhood: Gr 1 - 2

PRIMARY ASSISTANT PRINCIPAL'S INTERVIEW

School _____ Borough _____ Date _____ Interviewer _____

Assistant Principal's Name _____

1. How long have you been assistant principal at this school? _____

2. What did you do before becoming assistant principal here?

3. How did you feel about the strengthened Grade 1 and 2 Program when it began? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

Why?

4. How do you feel about the program now? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

Why?

5. Were space additions, changes, or adjustments made to accomodate the Program? yes _____ no _____
6. If yes, what? when?
7. Were Grade 1 and 2 staff orientation and/or workshops conducted at your school in September? yes _____ no _____
8. If yes, what? Who conducted them?
9. Who attended the September meetings?
 Only new staff _____ Old and new staff _____
 Grade 1 and 2 _____ Grade 1 and 2 _____
 together _____ separately _____
10. What guides or other materials designed to help set up organizational patterns, inform staff, and evaluate the program have you, the coordinator, or teachers, received from the Board of Education? (110 Livingston St., District Superintendent ECE Supervisor)

	From Whom?	When Received?	Usefulness?
1. Sample organizational patterns			
2. Guidelines for evaluating			
3. Staff bulletins			
4. Other (specify)			

11. What staff positions do you have in your organizational plan? (Write none if position does not exist.)

	<u>Number</u> <u>Grade 1</u>	<u>Number</u> <u>Grade 2</u>
1. <u>Paired teachers</u>		
2. <u>Single teachers</u>		
3. <u>Floating teachers</u>		
4. <u>Cluster teachers</u> (regular auxiliary personnel-list by role)		
5. <u>Non-English coordinator</u>		
6. <u>Other (specify)</u>		

12. On what basis was staff assigned to particular positions in the fall?
(More than one factor may be named.)

	<u>Grade 1</u>	<u>Grade 2</u>	<u>Cluster</u>
1. <u>Personalities of teachers</u>			
2. <u>Length of experience</u> <u>of teachers</u>			
3. <u>Requests made by teachers</u>			
4. <u>Other (specify)</u>			

Basis for criteria used for assignment -

13. How were pupils assigned to groups in the fall?

	<u>Grade 1</u>	<u>Grade 2</u>
1. Classroom homogeneous grouping (specify basis - i.e., ethnic, ability, adjustment)		
2. Classroom heterogeneous grouping		
3. Regularly scheduled subgroups (specify group and basis) <u>reading</u>		

14. How do you feel about the current organizational pattern for Grade 1 in your school? (If a particular category named below does not exist, write none on top line.)

	1. Paired Classes	2. Single Classes	3. Scheduled Small Group Patterns	4. Floater Pattern	5. Cluster Pattern	6. Coordi- nator
1. Enthusiastic						
2. Positive, but not enthusiastic						
3. Slightly positive						
4. Slightly negative						
5. Strongly negative						

15. Why?

16. How do you feel about the current organizational pattern for Grade 2 in your school? (If a particular category named below does not exist, write none on top line.)

1. Paired Classes 2. Single Classes 3. Scheduled Small Group Patterns 4. Floater Pattern 5. Cluster Pattern 6. Coordinator

1. Enthusiastic						
2. Positive, but not enthusiastic						
3. Slightly positive						
4. Slightly negative						
5. Strongly negative						

17. Why?

18. Is there any confusion between pupil-teacher ratio with class size? (i.e. rollbooks, perception of procedures for determining class size, actual class size and appearance of class size as it appears statistically.)

19. How is regrouping of children carried on?

By whom?

20. In reference to subgroup structure (other than assigned classroom group) what is the frequency of the formation of new groups and the disbanding of old groups?

	<u>Grade 1</u>	<u>Grade 2</u>
1. Very frequent changes		
2. Frequent changes		
3. Some changes		
4. Infrequent changes		
5. No changes		
6. Don't know		

21. What new subgroups have emerged this year?

22. What is the frequency of pupil change in membership in subgroups?

	<u>Grade 1</u>	<u>Grade 2</u>
1. Very frequent changes		
2. Frequent changes		
3. Some changes		
4. Infrequent changes		
5. No changes		
6. Don't know		

(There may be reasons for very frequent, or no changes, in specific subgroups. Please note specific groups mentioned and reasons.)

26. How has the strengthened Grade 1 and 2 Program changed your role this year?

Much heavier _____ heavier _____ same _____ little lighter _____ much

lighter _____

Why?

27. How do you feel about the position of coordinator?

28. What specific strengths does the Strengthened Program have?

29. What specific weaknesses does the Strengthened Program have?

30. What recommendations do you have to improve organizational patterns?

31. What problems have been resolved?

32. What problems have not been resolved?

Directions for teacher's interview.

Please tell teachers that they will receive a teacher's questionnaire by mail in March or April, and that other data pertinent to the total evaluation will be gathered at that time. I think alerting them to the arrival of the questionnaire and the need for the information to be gathered will help obtain a better return. Since we particularly need this data on teachers observed, I will let you know if any of your teachers did not return the questionnaire before your May/June visits and you can follow up with them at that time.

I have deliberately kept this interview short because of the short time you will have to do this. Also, much of the data can be supplied by them independently using the questionnaire form later. The most important aspect of the interview is to give them an opportunity to voice their perceptions about the program. Since the interview guide is relatively short, make additional comments as freely as you wish; however, list separately, by number, each point you make. (This helps tremendously in data analysis.)

When you get home, note whether Negro, P.R., or White on interview guide under teacher's name.

GRADE 1 and 2 PROGRAM

TEACHER'S INTERVIEW

1. School _____ 2. Borough _____ Date _____
Interviewer _____ Teacher's name _____
3. Grade 1 _____ 2 _____
4. Position: classroom teacher _____
Floater _____
5. Classroom settings: Paired _____ Single _____ Other (specify) _____
6. Number of other classes on grade level: paired _____ Single _____
7. How do you feel about the Grade 1 (2) program in your school? (circle number)
 1. Completely positive
 2. Strongly positive but not completely
 3. Slightly positive
 4. Slightly negative
 5. Strongly negative but not completely
 6. Completely negative
8. Why?
9. What do you consider the specific strengths of the program at your grade level?
10. What do you consider the specific weaknesses of the program at your grade level?

11. What recommendations would you suggest to improve the organizational framework?
12. What problems, for you, have been resolved?
13. What problems, for you remain unresolved?
14. How effective do you think the position of program coordinator, as carried out in your school, has been? (circle number)
 1. Extremely effective
 2. Very effective but not completely
 3. Slightly effective
 4. Slightly ineffective
 5. Very ineffective but not completely
 6. Completely ineffective
15. Why?

To the interviewer:

If no mention is made of (16) feelings about working with a team, or group, of teachers, (i.e., in planning, in living in the same classroom -- paired -- with another teacher, or any other kind of interpersonal relations), or meeting the daily timetable where a regularly scheduled small group arrangement is in effect, than try asking a couple probing questions re these matters -- if any time remains.

16.

17.

18. Additional ~~commen~~ts

QUESTIONNAIRE

Administered to all teachers, coordinators,
and primary assistant principals interviewed.

School _____

Teacher, Coordinator, Assistant Principal (circle one)

Grade 1 2 (circle one)

(Coordinators and Assistant Principals should respond to Grade 1 and 2 Programs, separately; teachers should respond only for their grade level.)

1. How do you feel now about the continuation of the Strengthened Program?
(circle one)

- | <u>Grade 1</u> | <u>Grade 2</u> |
|--------------------------------------|----------------|
| a. continue as now organized | a. ... |
| b. continue, but modify organization | b. ... |
| c. discontinue | c. ... |
| d. undecided | d. ... |

Grade 1: If (b) continue, but modify organization, please list specific modifications you see as necessary.

If a, c, or d, why?

Grade 2: If (b) continue, but modify organization, please list specific modifications you see as necessary.

If a, c, or d, why?

2. How effective do you think the Program has been to date in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (circle one)

Grade 1
a. very effective
b. effective
c. slightly effective
d. ineffective
e. don't know

Grade 2
a. ...
b. ...
c. ...
d. ...
e. ...

Grade 1: Why?

Grade 2: Why?

(Please staple this to each of the Teacher, Coordinator, and Assistant Principal Interview Guides.)

Early Childhood 05

Grade 1 and 2

SCHOOL SUMMARY REPORT

Observer/Interviewer Reactions

Observer/Interviewer _____

School _____ Borough _____ Dates of Visits _____

Based on your first round of visits to _____, please indicate your reactions to questions listed below:

1. How would you judge the working relationship of the program coordinator and the primary assistant principal? (circle one)

- a. extremely positive, close and mutually supportive
- b. positive, with good working agreements
- c. slightly positive
- d. slightly negative
- e. negative

Basis for response.

2. How would you judge the competency of the coordinator in perceiving and carrying out her assigned role? (circle one)

- a. highly competent
- b. competent
- c. adequate
- d. barely adequate
- e. incompetent

Basis for response.

3. What problems did the coordinator cite, related to carrying out her role, over which she has no control?

4. How would you judge the working relationship the coordinator has established with the teachers? (circle one)

Grade 1

- a. very positive
- b. positive
- c. slightly positive
- d. slightly negative
- e. negative

Grade 2

- a. ...
- b. ...
- c. ...
- d. ...
- e. ...

Basis for response.

5. What was the approximate per cent of time you saw paired Grade 1 classes in instructional settings with one teacher and more than fifteen children? (refer to observation guide - circle one)

- a. 100 per cent of the time
- b. 75 per cent of the time
- c. 50 per cent of the time
- d. 25 per cent of the time
- e. less than 25 per cent of the time

Was there usually another, uninvolved teacher present? yes _____ no _____
If yes, how often?

6. What was the frustration level of the primary assistant principal over the Programs? (circle one)

Grade 1 Program

Grade 2 Program

- a. very extremely high
- b. high
- c. moderate
- d. low
- e. very low

- a. ...
- b. ...
- c. ...
- d. ...
- e. ...

If a, b, or c, what was causing the frustration? (indicate grade level)

7. What was the frustration level of the coordinator over the Programs?

Grade 1 Program

Grade 2 Program

- a. very high
- b. high
- c. moderate
- d. low
- e. very low

- a. ...
- b. ...
- c. ...
- d. ...
- e. ...

If a, b, or c, what was causing the frustration? (Indicate grade level)

8. What was the frustration level of the teachers over the Program?

Grade 1

Grade 2

- a. very high
- b. high
- c. moderate
- d. low
- e. very low

- a. ...
- b. ...
- c. ...
- d. ...
- e. ...

If a, b, or c, what was causing the frustration? (Indicate which grade level)

9. In your opinion, what are the most effective aspects of this Program?
(Please list a, b, ...)

10. In your opinion, what are the greatest problems of this Program?
(Please list a, b, ...)

What is the cause of these problems?

11. In your opinion, is there a possibility for the problems encountered in this Program to be solved (assume the same physical plant)?

If yes, how?

If no, why?

12. In your opinion, does this Program, as now in operation, have greater potential to improve the reading level of children than last year's Grade 1 and 2 programs, where the pupil-teacher ratio was higher?

If so, why?

13. Additional comments

Early Childhood Project
Number 05

School Personnel Record Form

School _____ Borough _____

Address _____

Principal _____

Assistant Principal Assigned to Grades 1 and 2 _____

Program Coordinator _____

First Grade Teachers Observed

	Room Number
1. _____	_____
2. _____	_____
3. _____	_____

Second Grade Teachers Observed

1. _____	_____
2. _____	_____

District Early Childhood Supervisor _____

Office Address _____

Telephone _____

(You may want to note transportation directions to the copy you retain.)
Please return this to me after each initial school visit.

DIAGRAMS OF DEPLOYMENT OF SPACE, CHILDREN, AND
TEACHERS AT FOUR DIFFERENT INTERVALS

School _____ Borough _____ Grade _____ Date _____ Observer _____

x - child; o - teachers

Time Home Classroom Other Location (specify)
(Check one)

8:45 _____
12:30 _____
(starting time)

Teacher A _____ Activity _____ Teacher A _____ Activity _____
(role) B _____ B _____

9:15 _____
1:00 _____

Teacher A _____ Activity _____ Teacher A _____ Activity _____
B. _____ B _____

10:30 _____
2:00 _____

Teacher A _____ Activity _____ Teacher A _____ Activity _____
B _____ B _____

11:00 _____
2:30 _____

Teacher A _____ Activity _____ Teacher A _____ Activity _____
B _____ B _____

Total number of different personnel _____ Total Number of large class groupings _____
List roles _____ No. _____ Total number of subgroupings _____
_____ No. _____ Total number of individual settings _____
_____ No. _____
_____ No. _____
_____ No. _____

Early Childhood Program

Grades 1 and 2

DIRECTIONS FOR CLASSROOM OBSERVATION

Selection of Teachers

Identify three Grade 1 teachers and two Grade 2 teachers with the program coordinator. Arrange for a half day observation of each teacher identified. Ask the coordinator to inform the teachers about the observation and to assure them that neither their name nor the name of the school will appear anywhere in the reporting of the data, and anonymity is guaranteed.

You should reaffirm this at the beginning of the teacher interview.

Grade 1 Teachers:According to Organization

If there are both paired and single classrooms, take one paired classroom (two teachers) and one single classroom.

If there are only paired classrooms and floating teachers assigned to those classrooms, take one paired classroom (two teachers) and one floater.

If there are paired classrooms, single classrooms, and floaters, take one paired classroom (two teachers) and one single classroom.

If there are only paired classrooms, take the two teachers in one paired classroom and one teacher from another paired classroom.

If there are only single classrooms and floaters, take two single classroom and one floater.

Wherever there are paired classrooms, always take both teachers in the one classroom and stay with that group all day. It is possible that both teachers will do all their teaching in that classroom. It is also possible that one teacher may leave the classroom to teach a group of children elsewhere in the building. If you find the latter situation, you will need to identify one teacher to follow in the morning and the other teacher to follow in the afternoon. Identify one teacher as the A.M. teacher and the other as the P.M. teacher on your Observation Guides and Teacher Interview Guides.

If you are observing a floating teacher, follow her the entire half day. If floaters are assigned different subject matter areas, take a floater assigned to language arts instruction.

According to other factors

Tell the coordinator that we are interested in the reactions of both experienced and new teachers. Be sure you get at least one first year teacher and one experienced teacher. In paired classrooms you may find two inexperienced teachers (then get an experienced teacher for the third observation), two experienced teachers (then get an inexperienced teacher from another classroom, or a floater), or an experienced and an inexperienced teacher teamed. The criterion of experience is better to use than the criterion of competency - incompetency for several reasons, but primarily because assignment of teaching position, in many schools, was based on the experienced-inexperienced criterion.

Selection of Grade 2 Teachers

It is doubtful that you will find paired classes in Grade 2. If you do, take both teachers, regardless of the experience criterion, because this setting will be a novelty.

Where single classrooms only are found, take one experienced and one first year teacher.

Where there is a single classroom and floating teacher pattern, take one classroom teacher and one floating teacher (language arts, if there is one assigned to this); one with experience and one without.

Language Arts Observation

Since the major goal of the strengthened program is gain in reading achievement, record separately, using pages 2, 3, and 4 of the observation guide, all instructional language arts groups in operation in the group you are observing. If you are in a paired classroom, complete the subgroup observation section for each sub-group observed, even though you may have needed to identify separately the A.M. and P.M. teachers because one teaches elsewhere at times. If one classroom teacher goes to another location, try to catch enough of her lesson to complete the subgroup language arts observation guide for that group, as well as the subgroup staying in the classroom (follow the teachers identified, regardless of whom they are teaching). If a floater takes a group elsewhere, follow her and make that observation too, if possible, on the day you are working a paired classroom.

During half-day floater observations, stay with that floater; don't try to make any classroom subgroup observations.

You will find three additional sets of pages 2, 3, and 4 (language arts subgroup observation) for each observation in your packet. Be sure and take enough of these with you. Please clip the completed, additional subgroup sets to the observation guide after each half-day observation.

Observation of Other Curriculum Areas

During the course of a day in a paired classroom and a half day in a single classroom, you will observe instruction in other subject matter areas. Complete the single page form for these observations. If you follow a language arts floater, you probably will not have an entry here. When judging the teachers' instructional and behavioral styles, refer back to the language arts subgroup observation guide for the scale items listed for each of those styles; select the appropriate one and record that number in the table.

In classrooms where there is more than one teacher present, a major item of interest is whether or not all teachers present are actively involved. Usually you can assume that if a second teacher is present, but not involved, it is not her assigned prep period. However, you need to know this for sure. You can make this check unobtrusively by asking the teachers, during their interviews, where their prep periods are. In the column headed, Number of Teachers Involved, note "l-prep" if you find that the uninvolved teacher is a prep period at the time.

Housing and Equipment

You are asked to evoke judgments about the relationship of size of classrooms and number of children assigned to them, and availability of working space in locations outside the classroom. Criteria for these judgments will be set in our last briefing session.

Complete the materials checklist independently during the course of the day, or half day, in a classroom. Check what you observe; don't go poking in cupboards (Thus, the "Not in View" category). If you have time during the teacher interview, you may want to check on some items.

Time Samples of Deployment of Space, Staff and Children

The purpose of this sampling is to observe (1) the deployment of children from a given class to total group, subgroup, and individual settings, (2) the roles and number of school staff working with these children during the course of a half day (or whole day in a paired classroom), and (3) building locations used. No observation of instruction is to be made, other than to identify the subject matter content.

Where a group leaves the classroom with a teacher, you must ask her where you can find her later. If the teacher sends a group on an errand (i.e., take books to A.P.'s office), or a child is out as a monitor during one of the sampling times, record "errand" or "monitor" as the activity. All children must be represented as being somewhere, whether they are in an instructional setting or not. Try to catch as much as you can when a teacher is giving directions, so you don't have to interrupt and ask where you can find children.

SCHOOL SUMMARY REPORT

Please complete the SCHOOL SUMMARY REPORT after you have completed all observations and interviews in a given school. Look this over ahead, so you will have in mind some of the things upon which you are asked to make judgments.

Grade _____
 Paired _____; AM _____, PM _____, or AM & PM combined _____
 Single _____; AM _____; PM _____
 Classroom Teacher(s) _____ Floater _____

EC-05
 Spring

CLASSROOM OBSERVATION GUIDE

School _____ Borough _____ Date _____ Observer _____

Class Register _____ No. Children Present _____ No. Paraprofessionals _____

Teacher's Name (s) _____, _____

Language Arts Observation

Three tables follow, one for recording total group work, one for small group work, and one for individual work in reading and other language arts areas.

TABLE 1

Language Arts Total Group Instruction*

Lesson Content	Materials (Texts, trade books, workbooks, games, etc)	No.Children Present	No. Tchrs. Present	No. Tchrs Involved	Time Spent
Reading (specify content)					
1.					
2.					
3.					
<u>Other Language</u>					
Arts					
Story (telling and listening)					
Experience					
Charts					
Dramatics					
Hand Writing					
Writing					
Spelling					
Library					
Oral Lang. (pic- tures, discussion)					
Other (specify)					

*Total group refers to all children present in the classroom, with the exception of one or two who left for some reason.

No. total group reading lessons_____ Total time____hrs.____minutes
 No. total group other L.A. lessons_____ Total time____hrs.____minutes
 No. total group lessons held outside of the classroom_____
 No. of different teachers involved in conducting total groups_____
 No. of adults, other than teachers, involved in conducting total groups_____

TABLE 2

Language Arts
Small Group Instruction

Lesson Content	Materials	No. Children Present	No. Tchrs. Present	No. Tchrs. Involved	Time Spent
Reading (including N.E.)					
1.					
2.					
3.					
4.					
5.					
6.					
<u>Other Language Arts</u>					
Story (telling and listening)					
Experience Charts					
Dramatics					
Hand Writing					
Writing					
Spelling					
Library Work					
Oral Lang. (pictures, discussion)					
Other (specify)					

No. small group reading lessons_____ Total time____hrs.____minutes
 No. small group other L.A. lessons_____ Total time____hrs.____minutes
 No. small group lessons held outside of the classroom_____
 No. of different teachers involved in conducting small groups_____
 No. of adults, other than teachers, involved in conducting small groups_____

Additional Comments

TABLE 3

Language Arts
Individual Instruction*

Conference Content	Materials of Instruction	Time/Conference
Reading (oral reading, phonics, N.E., discussion)		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
<u>Other Language Arts</u>		
Dictated Story		
Hand		
Writing		
Writing		
Spelling		
Oral. Lang.		
Other (specify)		

*Individual instruction refers to one child and one adult apart from the group.

No. of individual conferences in reading _____ Total time _____ hrs. _____ minutes
 No. of individual conferences in other L.A. areas _____ Total time _____ hrs. _____ minutes
 No. of individual conferences held outside of the classroom _____
 No. of different teachers involved in conducting conferences _____
 No. of adults, other than teachers, involved in conducting conferences _____

Additional Comments

School _____ (check one)
 Paired Class: AM ___ PM ___ AM & PM ___
 Single Class: AM ___ PM ___

TABLE 4

Observation of Other Instructional Areas

Area	Content	Materials	Grouping Arrangement			Teachers Present		Teachers Involved	
			More Than One Class	One Total Class	Small Groups Within Class	No. Clrm. Tchrs.	No. Other Tchrs.	No. Clrm. Tchrs.	No. Other Tchrs.
Science									
Social Studies									
Mathematics									
Arts									
Music									
Physical Education									

Additional Comments

Instructions: Enter each change in the classroom which occurs. This includes, change of content, teacher, groups of children entering or leaving, changing groups within the room, and change in use of instructional materials.

Observed Daily Schedule

[illegible]

As compared to the observed setting on your first visit:

6. Were there any additional materials present in the classroom? Yes___ No___

If yes, what were the additions?

7. Was there any notable change in the pattern of instruction within this classroom? Yes___ No___ If yes, describe the change.

8. Was there any change in the quality of instruction within this classroom?
Yes___ No___

If yes, describe the change.

9. Additional Comments

Center for Urban Education
Early Childhood: Grades 1 and 2

Obs: b,c
P.S. _____
AM _____ PM _____

CLASSROOM OBSERVATION GUIDE

School _____ Borough _____ Date _____ Interviewer/Observer _____

Grade _____ Register _____ No. Children Present _____

Teacher's Position: Classroom Teacher _____ Floater _____ Other _____

Kind of Setting: Paired _____ Single _____ Other (specify) _____

Total number of Adults working in the setting during the half day session _____

No. of classroom teachers _____	Classroom Teacher's Name(s) _____
No. of Aides _____	1 _____
No. of Students or Assistant Teachers _____	2 _____
Other (specify) _____	_____

Language Arts Observation

1. What was the pattern of grouping for language arts instruction?

Language Arts Groups	Teacher's Name(s)	Position	Basis for Grouping	No. of Children	Language Arts Content	Setting
Group 1						
Group 2						
Group 3						
Group 3						
Individual 1						
Individual 2						

Additional comments:

2. To which group does the observation to follow apply?

Group 1, 2, 3, 4, ... Individual 1, 2, ... (circle one)

3. Basis for grouping (i.e., interest, ability, tract, N.E., etc.) _____

4. What are the materials of instruction, their appropriateness for the task, and their appropriateness to the background needs of children?

Materials of Instruction (specify after each item)	Appropriateness to the Task*	Appropriateness to Background**
Basal Series _____		
Trade Books _____		
Workbooks _____		
Supplementary Basal Materials _____		
Other Commercial Materials _____ (i.e. games, pictures)		
Teacher-made Materials _____		
Chart Paper _____		
Other _____		

*Select one of the following and enter after each material used

1. Appropriate and a variety used
2. appropriate, but no variety
3. slightly appropriate
4. not appropriate (why?)

**Select one of the following and enter after each material used

1. background needs considered and a variety used
2. background needs considered, but no variety
3. background needs slightly considered
4. not relevant to background needs
5. don't know

Additional comments

5. What was the specific task(s) of the group or individual session?

Task	Specific Work
Phonics	
Word Recognition	
Oral Reading	
English Vocabulary	
Comprehension	
Concept Development	
Dictated Stories	
Listening	
Other	
Informal Diagnostic Testing	

Additional comments

6. What was the teacher's instructional style? (circle number)

- | | |
|--------------------------------------|--------------------------------------|
| 1. Completely transactional* | <u>*Transactional</u> - interactive, |
| 2. Transactional, but not completely | mutual contributions by children |
| 3. Slightly transactional | and teacher, involving, spontan- |
| 4. Slightly nontransactional** | eous element |
| 5. Completely nontransactional** | <u>**Nontransactional</u> - child is |
| | receptor only |

Basis for response

7. What was the teacher's behavioral style? (circle number)

- | | |
|---------------------------------|--|
| 1. Completely positive* | <u>*Positive</u> - warm, supportive, |
| 2. Positive, but not completely | accepting |
| 3. Slightly positive | |
| 4. Slightly negative** | <u>**Negative</u> - harsh, non-suppor- |
| 5. Clearly negative | tive, criticizing |

Basis for response

8. What was the involvement of the children? (circle one)

- | | |
|---------------------------------------|---|
| 1. Number clearly involved_____ | What was the total number of
children in the group
setting? _____ |
| 2. Number clearly not involved_____ | |
| 3. Number actively not involved_____ | |
| 4. Number passively not involved_____ | |
| 5. Don't know_____ | |

Basis for response

9. Additional comments on lesson

Observation of Other Instructional Areas

10. What other instructional areas did you observe?

Area	Content	Materials	Number Children Present	Number Teachers Present	Number Teachers Involved	Role of Teachers Involved	Instructional Style of Teachers	Behavioral Style of Teachers
Science						A. B.	A. B.	A. B.
Social Studies						A. B.	A. B.	A. B.
Hand- Writing						A. B.	A. B.	A. B.
Mathema- tics						A. B.	A. B.	A. B.
Arts						A. B.	A. B.	A. B.
Music						A. B.	A. B.	A. B.
Physical Education						A. B.	A. B.	A. B.
Other (specify)						A. B.	A. B.	A. B.

11. Additional comments on other lessons (use back of page if necessary)

Housing and Equipment

12. What was the space relationship of size of classroom and number of children? (circle one)

1. ample
2. adequate
3. barely adequate
4. slightly inadequate
5. completely inadequate

Basis for response

13. How would you judge the amount of space available for meeting places outside the classroom for subgroups and individual work? (circle one)

1. ample
2. adequate
3. barely adequate
4. slightly inadequate
5. completely inadequate

Basis for response

14. Additional comments on the half-day observation

MATERIALS CHECKLIST

AREA	MATERIALS	ADEQUATE	AVAILABLE LIMITED	IN USE	NOT IN VIEW IN ROOM
Language Arts	Basal Readers				
	Basal Supplementary Paraphernalia				
	Workbooks				
	Worksheets (commercial)				
	Games				
	Pictures (commercial)				
	Tradebooks				
	Chartpaper				
	Teacher-made Materials				
	Tape Recorder				
	Record Player				
	Flannel Board				
	Puppets				
	Dramatics				
	Other (specify)				
Mathematics	Counters (specify)				
	Clock				
	Magneticboard and checkers				
	Counting frames				
	Fraction pies or frames				
	Workbooks				

AREA	MATERIALS	ADEQUATE	AVAILABLE LIMITED	IN USE	NOT IN VIEW IN ROOM
Mathematics (cont.)	Linear units of measure (specify)				
	Liquid and bulk units of measure (specify)				
	Games				
	Other (specify)				
Manipulative Materials	Peg set, inter- locking sets				
	Puzzles				
	Other (specify)				
Science	Earth Science (rocks, etc.)				
	Living Things				
	Physical Science (magnets, elect. equip., etc.)				
	Other (specify)				
Social Science	Economics Study				
	Pictures				
	Other (specify)				
Arts	Plastic arts (clay, etc.)				

AREA	MATERIALS	ADEQUATE	AVAILABLE LIMITED	IN USE	NOT IN VIEW IN ROOM
Arts (cont.)	Graphic arts (<u>paint, crayons</u>)				
	Crafts materials (<u>scissors, paste</u>)				
	Tools (<u>hammer, saw, etc.</u>)				
Music	Instruments				
	Piano				

DIAGRAMS OF DEPLOYMENT OF SPACE, CHILDREN, AND
TEACHERS AT FOUR DIFFERENT INTERVALS

School _____ Borough _____ Grade _____ Date _____ Observer _____

x = child; 0 = teachers

<u>Time</u> (check one)	<u>Home Classroom</u>	<u>Other Location (specify)</u>
8:45 _____		
12:30 _____		
(starting time)		

Teacher A _____ Activity _____	Teacher A _____ Activity _____
(role) B _____	B _____

9:15 _____
1:00 _____

Teacher A _____ Activity _____	Teacher A _____ Activity _____
B _____	B _____

10:30 _____
2:00 _____

Teacher A _____ Activity _____	Teacher A _____ Activity _____
B _____	B _____

11:00 _____
2:30 _____

Teacher A _____ Activity _____	Teacher A _____ Activity _____
B _____	B _____

Total number of different personnel _____	Total number of large class groupings _____
List roles _____ No. _____	Total number of subgroupings _____
_____ No. _____	Total number of individual settings _____
_____ No. _____	
_____ No. _____	
_____ No. _____	
_____ No. _____	

OVERALL SUMMARY OF PROGRAMS OBSERVED

Schools _____, _____, _____ Observer _____

1. How do you feel about the continuation of the current grade 1 program?
(circle one)

- a. continue as now organized
- b. continue, but modify organization
- c. discontinue

If you responded a or c, why?

If you responded b, describe modifications you would recommend.

a.

b.

c.

d.

e.

2. How do you feel about the continuation of the current grade 2 program?
(circle one)

- a. continue as now organized
- b. continue, but modify organization
- c. discontinue

If you responded a or c, why?

If you responded b, describe modifications you would recommend.

a.

b.

c.

d.

e.

3. Which school that you visited had the best grade 1 program? PS _____

4. What three factors do you think contributed most to the success of that program?

a.

b.

c.

5. Which school that you visited had the best grade 2 program? PS _____

6. What three factors do you think contributed most to the success of that program?

a.

b.

c.

7. When a program was not going well, what three factors (other than the competency of the teachers) usually contributed most to its lack of success?

a.

b.

c.

8. How many programs that you observed included floating teachers?

In grade 1 _____ Schools _____

In grade 2 _____ Schools _____

9. What assets do you attribute to the floating teacher pattern?

In grade 1

In grade 2

10. What liabilities do you attribute to the floating teacher pattern?

In grade 1

In grade 2

11. How many classrooms that you visited had a paraprofessional?

In grade 1 _____ Schools _____

In grade 2 _____ Schools _____

12. How many classrooms of those you observed evidenced a fragmented program:

Grade 1 paired _____ single _____

Grade 2 paired _____ paired _____

13. Of those programs evidencing a fragmented program, cite causes judged most important:

	Organizational Plan	Teacher Competency
# Grade 1 paired	_____	_____
# Grade 1 single	_____	_____
# Grade 2 paired	_____	_____
#Grade 2 single	_____	_____

14. What was the range of class registers?

SINGLE CLASSES

Lowest Single Class Register	Highest Single Class Register
Grade 1: # _____, P.S. _____	# _____, P.S. _____
Grade 2: # _____, P.S. _____	# _____, P.S. _____

PAIRED CLASSES

Lowest	Highest
Grade 1: # _____, P.S. _____	# _____, P.S. _____
Grade 2: # _____, P.S. _____	# _____, P.S. _____

15. Additional comments. (Use back of sheet if necessary.)

Total No. AM Paired Class Observations _____ Grade 1, Paired
 Total No. PM Paired Class Observations _____

Summary Table of Instruction in Areas Other Than Language Arts
For All Grade 1 PAIRED Winter and Spring Observations

Area	Total No. Lessons Observed	Total No. Obs. of		Total No. Obs. of Only One Teacher Present	Total No. Obs. of 2 or More Tchrs. Pres., 1 Involved	Total No. Obs. of 2 or more tchrs. present and Involved
		More Than One Class Group	One Total Class Group			
Science						
Winter						
Spring						
Social Studies						
Winter						
Spring						
Mathematics						
Winter						
Spring						
Arts						
Winter						
Spring						
Music						
Winter						
Spring						
Phys. Educ.						
Winter						
Spring						

Total No. AM Single Class Observations _____
 Total No. PM Single Class Observations _____

Grade 1, Single

Summary Table of Instruction in Areas Other Than Language Arts
For ALL Grade 1 SINGLE Winter and Spring Observations

Area	Total No. Lessons Observed	Total No. Obs. of			Total No. Obs. of Only One Teacher Present	Total No. Obs. of 2 or More Tchrs. Pres., 1 Involved	Total No. Obs. of 2 or More Tchrs. Present or Involved
		More Than One Class Group	One Total Class Group	Small Groups			
Science							
Winter							
Spring							
Social Studies							
Winter							
Spring							
Mathematics							
Winter							
Spring							
Arts							
Winter							
Spring							
Music							
Winter							
Spring							
Phys. Educ.							
Winter							
Spring							

Total No. AM Paired Class Observations: _____ Grade 2, Paired
 Total No. PM Paired Class Observations: _____

Summary Table of Instruction in Areas Other Than Language Arts
 For ALL Grade 2 PAIRED Winter and Spring Observations

Area	Total No. Lessons Observed	Total No. Obs. of		Total No. Obs. of Only One Teacher Present	Total No. Obs. of 2 or More Tchrs. Pres., 1 Involved	Total No. Obs. of 2 or More Tchrs. Present or Involved
		More Than One Class Group	One Total Class Group			
Science						
Winter						
Spring						
Social Studies						
Winter						
Spring						
Mathematics						
Winter						
Spring						
Arts						
Winter						
Spring						
Music						
Winter						
Spring						
Phys. Educ.						
Winter						
Spring						

Total No. AM Single Class Observations _____
 Total No. PM Single Class Observations _____

Grade 2, Single

Summary Table of Instruction in Areas Other Than Language Arts
for ALL Grade 2 SINGLE Winter and Spring Observations

Area	Total No. Lessons Observed	Total No. Obs. of		Total No. Obs. of Only One Teacher Present	Total No. Obs. of 2 or More Tchrs. Pres., <u>1</u> Involved	Total No. Obs. of 2 or More Tchrs. Present or Involved
		More Than One Class Group	One Total Class Group			
Science						
<u>Winter</u>						
<u>Spring</u>						
Social Studies						
<u>Winter</u>						
<u>Spring</u>						
Mathematics						
<u>Winter</u>						
<u>Spring</u>						
Arts						
<u>Winter</u>						
<u>Spring</u>						
Music						
<u>Winter</u>						
<u>Spring</u>						
Phys. Educ.						
<u>Winter</u>						
<u>Spring</u>						

SPRING SCHOOL SUMMARY REPORT

School _____ Borough _____ Date _____ Observer _____

1. What is the organization of classes in this school?

<u>Grade 1</u>		<u>Grade 2</u>	
_____ All paired		_____ All paired	
_____ All single		_____ All single	
_____ Both paired and single		_____ Both paired and single	
Floaters: _____ Yes _____ No		Floaters: _____ Yes _____ No	
Grade(s) _____		Grade(s) _____	
Paraprofessionals: _____ Yes _____ No		Paraprofessionals: _____ Yes _____ No	
Grade(s) _____		Grade(s) _____	

2. What changes have occurred in the grade 1 program since your winter visit?
(check and describe any changes in the categories below)

<u>No</u> <u>Change</u>	<u>Positive</u> <u>Change</u>	<u>Negative</u> <u>Change</u>	<u>Kind of Change</u>
_____	_____	_____	a. <u>Organizational</u> (more or less paired classes, subgroups, rooms used, different deployment of staff, etc.)
_____	_____	_____	b. <u>Approach</u> (more individualization, more or less work, joint planning evidenced, etc.)
_____	_____	_____	c. <u>Availability and Utilization of Materials</u> (more trade books used, additional A-V equipment, etc.)
_____	_____	_____	d. <u>Personnel</u> (more or fewer teachers or paraprofessionals and how many are involved in the changes)

<u>No Change</u>	<u>Positive Change</u>	<u>Negative Change</u>	<u>Kind of Change</u>
_____	_____	_____	e. <u>Quality of Instruction</u>
_____	_____	_____	f. <u>Coordinator</u> (difference in effectiveness, aspects of role assumed, attitude, etc.)
_____	_____	_____	g. <u>Rapport Among Staff</u> (feelings about pairing, working as a team, etc.)
_____	_____	_____	h. <u>Other</u> (specify)

Additional comments:

3. What changes have occurred in the grade 2 program since your winter visit?
(check and describe any changes in the categories below)

<u>No</u> <u>Change</u>	<u>Positive</u> <u>Change</u>	<u>Negative</u> <u>Change</u>	<u>Kind of Change</u>
_____	_____	_____	a. <u>Organizational</u> (more or less paired classes, floaters, and/or subgrouping, additional rooms used, deployment of staff, etc.)
_____	_____	_____	b. <u>Approach</u> (more individualization, more or less unit work, joint planning evidenced, etc.)
_____	_____	_____	c. <u>Availability and Utilization of Materials</u> (more trade books used, additional A-V equipment, etc.)
_____	_____	_____	d. <u>Personnel</u> (more or fewer teachers or para-professionals and how many)
_____	_____	_____	e. <u>Quality of Instruction</u>
_____	_____	_____	f. <u>Coordinator</u>
_____	_____	_____	g. <u>Rapport Among Staff</u>
_____	_____	_____	h. <u>Other</u>

Additional comments:

School _____

Grade 1, Paired

Summary Table of Language Arts Instruction for a Whole Day
In a PAIRED Grade 1 Class for Winter and Spring

Observation	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in Instruction			Total Adults
	No. Total Group	No. Small Group	No. Individual	No. Total Group	No. Small Group	No. Individual	No. Clrm. Tchrs.	No. Other Licensed Tchrs.	Other Adults	
Winter										
Spring										

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Grade 2, Paired

Summary Table of Language Arts Instruction for a Whole Day
In a PAIRED Grade 2 Class for Winter and Spring

Observation	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in Instruction			Total Adults
	No. Total Group	No. Small Group	No. Individual	No. Total Group	No. Small Group	No. Individual	No. Clrm. Tchrs.	No. Other Licensed Tchrs.	Other Adults	
Winter										
Spring										

EC-05
Sch.
Summary
p. 4

School _____

Grade 1, Single

Summary Table of All Language Arts Instruction for a Half Day
In SINGLE Grade 1 Classes for Winter and Spring

(Do not include half day observations only in paired classes; omit that observation in recording here. Match the same classrooms for Winter(W) and Spring (S) comparison, entering class register for each.)

Observation	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in All L.A. Instr.			
	No.Total	No.Small	No.Indi- vidual	No.Total	No.Small	No.Indi- vidual	No.Clrm. Tchrs.	No.Other Tchrs.	No.Other Adults	Total Adults
Oversized Register Size										
W,1										
S,1										
W,2										
S,2										
Regular Register Size										
W,1										
S,1										
W,2										
S,2										
W,3										
S,3										

School _____

Grade 2, Single

Summary Table of All Language Arts Instructions for a Half Day
In SINGLE Grade 2 Classes for Winter and Spring

(Do not include half day observations only in paired classes; omit that observation in recording here. Match the same classrooms for Winter(w) and Spring(s) comparison, entering class register for each.)

Observation	Reading Lessons			Other Lang. Arts Lessons			Adults Involved in All L.A. Instr.			
	No.Total	No.Small	No.Individual	No.Total	No.Small	No.Individual	No.Clrm.	No.Other	No.Other	Total
	Group	Group	vidual	Group	Group	vidual	Tchrs.	Tchrs.	Adults	Adults
Oversized Register Size										
W,1										
S,1										
W,2										
S,2										
Regular Register Size										
W,1										
S,1										
W,2										
S,2										
W,3										
S,3										

APPENDIX C

Staff List - Section I

Dr. Mary Wilsberg, Evaluation Director
Associate Professor
Department of Education
Queens College of the
City University of New York

Dr. Sydney L. Schwartz, Evaluation Coordinator
Research Associate
Teachers College
Columbia University

Athena Kousouros
Data Tabulation

Yolanda Soto
Typist



APPENDIX D

Estimation of independent change (\hat{G})

The formulas for calculating independent and dependent change are from an article by Tucker, Damarin, and Messick in the December 1966 issue of Psychometrika.¹ The numbers in parentheses to the right of the formulas correspond to those in that article.

Independent change, $\hat{G} = X_{i2} - \hat{a}X_{i1}$ (26) is an estimate of the true score difference between an individual's second test score and his first test score when change attributable to differences on the first test are removed. The value \hat{a} is "the ordinary regression of the observed scores of the second test on the observed scores of the first test divided by the reliability of the first test."²

$$\frac{r}{S} \quad (21)$$

In this study the first test is the New York State Readiness Test total score. The test manual's lowest estimate of odd-even corrected reliability is .91.

Because of an oversight of the writer, the independent change scores were calculated using this value rather than the sample reliabilities, which is the correct procedure. When the error was discovered, Kuder-Richardson Formula (21) reliabilities were obtained for both the project sample and the comparison group. These values, .91 for the project sample and .93 for the comparison group, differ so little from the figure used that it was unnecessary to recalculate the scores.

The correlation between the first and second tests and the standard deviations were calculated separately for each group.

¹Tucker, Ledyard R., Damarin, Fred, and Messick, Samuel. "A Basefree Measure of Change," Psychometrika, 31 (4), (December 1966).

²Ibid., p. 462.

Estimation of dependent change (\hat{W})

Dependent change is change that is entirely predictable from the first measure. Using the same symbols as above, dependent change is equal to the product of \hat{a} minus one and the subject's score on the first test.

$$\hat{W}_i = (\hat{a} - 1) X_{i1} \quad (31)$$

APPENDIX E

SOURCES OF VARIANCE OF DATA CONTAINED IN TABLE 3

New York State Readiness Total Scores

	SS	df	MS	F
Between	9,567.04	1	9,567.04	34.90 ^a
Within	449,828.37	1641	274.11	

^a $p < .01$

Gates-MacGinitie Comprehension Subtest

	SS	df	MS	F
Between	226.41	1	226.41	3.90 ^b
Within	95,258.21	1641	58.04	

^b $p < .05$

Test of the Homogeneity of Residual Variance for
New York State Readiness and Gates-MacGinitie Vocabulary

	df	MS	F
Groups	1	860.50	9.92 ^c
Residual	1639	86.70	

^c $p < .01$

Test of the Homogeneity of Residual Variance for
New York State Readiness and Gates-MacGinitie Comprehension

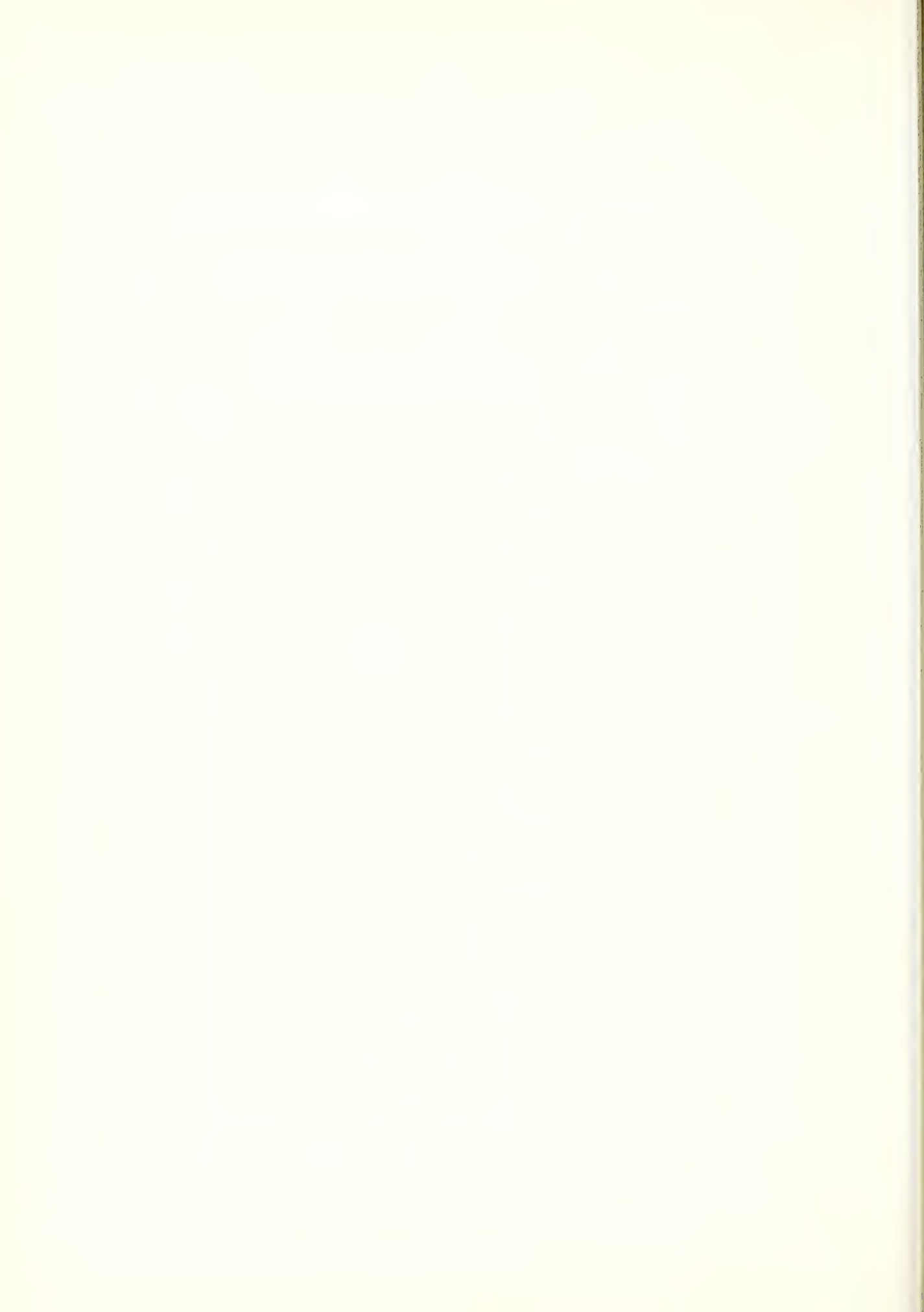
	df	MS	F
Groups	1	379.47	10.29 ^d
Residual	1639	36.87	

^d_p < .01

APPENDIX F

Staff List - Section II

Lawrence V. Castiglione, Evaluation Director
Assistant Professor
Research Director
Department of Education
Queens College of the City
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105 Madison Avenue, New York, N. Y. 10016

**Evaluation of
ESEA Title I Projects
in New York City
1967-68**



Project No. 05E68

**DIAGNOSIS AND
SPECIAL INSTRUCTION
IN READING**

by Philip E. Kraus

October 1968



Center for Urban Education
105 Madison Avenue
New York, New York 10016

A Program to Strengthen Early Childhood Education in
Poverty Area Schools:

DIAGNOSIS AND SPECIAL INSTRUCTION IN READING

Philip E. Kraus

Evaluation of a New York City school district
educational project funded under Title I of
the Elementary and Secondary Education Act of
1965 (PL 89-10), performed under contract with
the Board of Education of the City of New York
for the 1967-68 school year.

Educational Research Committee

October 1968

INTRODUCTION

A Program to Strengthen Early Childhood Education in Poverty Area

Schools in New York City included six subsections:

- a. Educational Assistant or Teacher Aide for Each Kindergarten Teacher
- b. Teachers in Grade 1 to help reduce teacher-pupil ratio to 1/15
- c. Teachers in Grade 2 to reduce teacher-pupil ratio to 1/20
- d. Additional Materials for Grade 1 and 2
- e. Diagnosis and Special Instruction in Reading
- f. Parental Involvement in Reading-Improvement Program

Each subsection, though directed to improving the effectiveness of the educational programs at the early childhood level, had, to a large degree, an autonomous quality that required a separate evaluational program, except for parts b, c, and d, which had a common setting for evaluative purposes. However, parts b and c required two separate investigations, one directed to a description of the implementation of the program and professional perceptions of strengths and weaknesses, and the other directed to an analysis of pupil achievement in reading as reflected in test scores.

It is important for the reader to keep in mind that this evaluation report deals with only one section of a large, comprehensive program designed to improve early childhood educational programs in poverty area schools of New York City.

Sydney L. Schwartz
Evaluation Coordinator



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CHAPTER I

DESCRIPTION OF THE PROJECT

Diagnosis and Special Instruction in Reading, Part E of A Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City, is a decentralized program funded under Title I of the Elementary and Secondary Education Act.

The original project organizing diagnostic and remedial reading services for children in the primary grades was first outlined in a notice from the office of the Superintendent of Schools dated June 7, 1967 and headed "Use of Diagnosis and Special Instruction to Meet Learning Difficulties Interfering with Children's Reading Progress, Grades I - II." The project description included a statement of objectives, a plan for budgetary allocations, and suggested procedures for organizing the new programs in districts already receiving service from the Board of Education reading clinics as well as those receiving no such service. District superintendents were advised to plan with their staffs and to consult "with others" for the development of programs to meet individual district needs. Items to be included in each program were to be listed, and the notice ended with a request that two copies of each district plan were to be sent to the Executive Deputy Superintendent prior to October 15, 1967. Although the paper does not indicate the persons for whom it was intended, it seems nevertheless, to have been directed to district superintendents as well as to pertinent community groups.

The project design was then presented in greater detail at a public hearing held at the Board of Education on August 30, 1967. The proposal reads as follows:

Diagnosis and Special Instruction in Reading¹
(A decentralized program)

It should not be necessary to wait until a child has become retarded in reading before corrective measures are undertaken. A special allotment per school is to be provided for diagnosis and special instruction at whatever point in the 1st or 2nd grade it becomes apparent that a child is in need of special help. This help may come through our reading centers in those districts where they exist or by arrangement with college or university reading clinics with whom contact has been developed. The allotment will be graduated with larger allowances for those schools that do not now have the services of our own Reading Centers.

¹ Board of Education Summary of Proposed Programs, 1967-68, Title I Elementary and Secondary Education Act, New York, 1967, pp. 35-36.



OBJECTIVES

To improve the level of reading achievement in New York City schools by clinically diagnosing and providing the specialized instruction needed to overcome reading disabilities of children, grades 1 and 2.

To use, in so far as possible, the resources provided by Special Reading Services and reading clinics outside the Board of Education to achieve the Board's objective, grades 1-2.

To develop among selected teachers the specialized skills needed to diagnose some aspects of reading retardation and to provide the special instruction needed to meet learning difficulties interfering with reading progress, grades 1-2.

In the eligible districts now receiving service from Reading Clinics of the Board of Education one of several patterns might be developed with a Budget of \$1,000 per school:

Expand diagnostic and teaching staff at present Reading Clinic.

Expand diagnostic staff; return for special instruction by selected school staff all but deep-seated cases; plan for assistance and consultative service by Reading Clinic staff to selected classroom teachers working with pupils diagnosed by clinic.

Set up with aid of Reading Clinic staff or outside clinical help one or two sub-centers in the district for diagnosing problems and providing special instruction to meet learning problems, grades 1-2.

In the eligible districts now receiving no service from Reading Clinics of the Board of Education one of several patterns might be developed, with a budget of \$4,000 per school:

Establish a Reading Clinic with the assistance of the Director. (Cost: \$71,375 for the first year for salaries, materials, equipment. Two districts may want to pool resources and set up one clinic.)

Establish small sub-clinics in centrally-located areas for diagnosis and training of selected reading teachers in special instructional techniques.

Organize a Reading Team to visit schools to (a) diagnose clinically, (b) provide specialized instruction, (c) give



special training to reading teachers and to grade leaders in Gr. 1-2.

Use the resources of colleges and clinic staffs to assist with diagnosis and/or special instruction. Details will have to be worked out between the director of the college or private clinic and the District Superintendent.

The District Superintendent will plan with his staff, and in consultation with others, for the development of a plan to meet district needs. Each district superintendent will submit his plan to the Board of Education early in the school year.

On the basis of the total funds granted for Title I, the Board of Education issued on October 31, 1967 a revised list of the allocated funds to be used by each district for this proposal.

Although plans had been submitted by October 15 as required, widespread adaptations in most of the districts became necessary soon thereafter. On December 7, 1967 a summary of district plans was submitted to the Executive Deputy Superintendent, summarizing in more specific detail the plans that had been crystallized in each of the eligible districts. Most districts reported their inability to recruit competent personnel. Subsequently, a progress report compiled for the Board of Education in February 1968 showed that a number of further changes had been made in most districts in an effort to get under way with available personnel. A special Board of Education resolution to grant emergency licenses to qualified psychologists helped some districts in their recruitment efforts. Nevertheless, many positions in the categories of psychologist, social worker, and psychiatrist remained unfilled for the entire school year.



CHAPTER II

EVALUATION PROCEDURES

SAMPLING

Of the 30 school districts in New York City, four proved to be ineligible for Title I funds, and four were unable to develop programs during 1967-68 because of inability to recruit personnel. Thus only 22 school districts succeeded in establishing definite programs, using Title I funds, designed to diagnose reading difficulties among children in grades 1 and 2 and to provide special instruction in reading.

The original evaluation design for this program called for the following steps:

1. A survey of all districts to determine the nature of the programs that had been developed.
2. An investigation of newly-organized district "clinics" and "teams."
3. An assessment of augmented services provided by existing Board of Education reading clinics, through the use of interviews and questionnaires.
4. The assembling of data on Title I funding from the Director of Special Reading Services; Board of Education district reading clinics; directors of university or private clinics connected with the program; personnel, schools, and children serviced; and pupil progress as measured by standard tests.

As noted in Chapter I, the organization of a new program gave rise to problems that delayed its full implementation during the first year. Because of the delay in implementation, and because such vital data as the number of children served and their pre- and post-test scores were not available, this evaluation is primarily a description of program implementation with special attention to problems resolved and unresolved.

In attempting to obtain information for this evaluation, the evaluation team conducted interviews with at least one representative of 16 of the 22 districts. It made one, two, or three visits and observations in 11 of these 16 districts. The figures below indicate the number of persons in each category who were interviewed and/or observed:



Table I

Personnel Interviewed in Evaluation Study

<u>Position Title</u>	<u>Number</u>
District Program Coordinator	11
Early Childhood Coordinator	2
Principal	14
Teacher offering direct remedial teaching to children	15
Teacher-Trainer	8
Social Worker	2
Classroom Teacher whose children were being serviced	6
Paraprofessional	4
Psychologist	4
Psychiatrist	1
Director of the Board of Education Reading Clinics	1
Director of university or hospital clinic	4

Some public schools in each of the 11 districts were visited; although eight parochial schools were also receiving Title I remedial assistance, none of these was visited.

STAFF

The evaluation team consisted of three professors of Education at Hunter College and a former member of the New York City Board of Examiners, all of whom had had public elementary school experience. The team was selected to assure realistic appraisals of school situations, of practices observed, and of interview responses.

Prior to the observations and interviews, the Evaluation Director met with members of the team individually and as a group to explain the nature of the project and to pinpoint the areas of investigation. This was followed by a conference of all team members where purposes of the observations, visits, and interviews were crystallized, and where the staff agreed on the following items to be examined:

- The functions of all personnel in the project.
- An observation of procedures and practices wherever possible.
- Interviews with pertinent personnel for clarification.
- Reactions of all participants interviewed.
- Suggestions and recommendations by participants.
- Evidence of attempts to measure reading growth in the children being serviced.



INSTRUMENTS

1. Interviews. Preliminary interviews and visits to schools, district offices, and reading clinics were made by the Evaluation Director in late February and early March 1968. Based upon this initial investigation, the plan for further interviews included the following:

District Superintendents (or their representatives),
 Director of the Bureau of Special Reading Services
 (central office),
 Supervisory staff on the district level: Reading
 coordinators, Early Childhood Education Supervisors,
 Directors and personnel of non-Board of Education
 clinics and institutions with which some districts
 affiliated,
 Consultants and school personnel participating in the
 program.

2. Questionnaires to first and second grade teachers. In an effort to determine the extent to which teachers were receiving assistance with those children who presented reading problems, the following three questions were added to a questionnaire distributed on April 1, to primary grade teachers by another subdivision of the project, A Program to Strengthen Early Childhood Education in Poverty Area Schools.

- a. How many children in your class are presenting serious reading problems?
- b. Have any district or diagnostic remedial services been made available to you?
- c. If you have answered yes, please describe briefly the type and frequency of this service, and indicate how many of your children are being treated.

3. Questionnaires to District Superintendents. Continuing difficulties in organizing and securing personnel were found in visits by the Evaluation Director; therefore, a final questionnaire was sent, on May 1, to all superintendents of districts eligible for inclusion in the program, seeking to determine, among other things, exactly what positions and services were in effect as of May 10, and what positions originally planned were still unfilled.

All instruments are included in Appendix B.

CHAPTER III

FINDINGS

PERSONNEL

As a result of Title I funding, the following positions (not always with the same titles) were created for eligible districts. No single district, however, managed to fill all of the positions. Their distribution is shown in Appendix Table A 1.

Reading Counselor - a specially assigned teacher who gave direct diagnostic and remedial service to children.

Teacher Trainer - an experienced teacher who herself was usually receiving instruction from specialists and whose function it was to train teachers in the school she visited.

Trainer and Counselor - a position in which a teacher trained others in addition to working directly with children.

Coordinator - a teacher or supervisor who was assigned to coordinate the program for a district.

Psychological Consultant - a position existing only in districts that were affiliated with hospital or university clinical facilities.

Psychologist - a regularly licensed psychologist who made diagnoses on the basis of psychological tests, observations, and interviews.

Psychiatrist - a doctor who diagnosed and briefly treated cases where reading difficulties were part of much deeper disturbances.

Social Worker - an accredited person to work with children and parents where family assistance was required.

Guidance Counselor - a school staff member who usually assisted psychologists and social workers in work with children.

Secretary - a member of the school office staff who had responsibility for all clerical work, reports, attendance, and other such details.



Family Assistants - laymen who were assigned to districts having social workers to facilitate contacts with families and visits to homes.

Paraprofessionals - people, usually indigenous to the neighborhood, who were listed under various titles such as Educational Assistant, Educational Aide, or Teacher Aide, depending upon the educational training that they had received. They performed a variety of activities, under teacher direction, such as preparing charts and other materials for use with individual children, escorting children to and from reading clinics, reading rooms, etc. In most districts, it was customary to insist that paraprofessionals live in the immediate school neighborhood.

IMPLEMENTATION PATTERNS

The variety of plans that had been initiated to provide diagnosis and special instruction in reading for primary grade children was so great as to defy generalization. Plans that seemed to employ similar personnel frequently utilized them in different ways. As a result, no two plans were identical, either in the categories of personnel and their functions or in procedures.

One factor common to all districts was the absence of any standardized tests, both at the beginning and at the end of remedial instruction, on which objective evidence of growth might be based. Although first-grade children throughout the city had been given a reading readiness test in the fall of 1967, there was no end-term readiness or achievement test. In the second grade, no initial test was given early in the year, but the Metropolitan Achievement Test in reading was given in April 1968. In this project, the lack of test data was not critical since most of these programs did not begin until February or March. As late as April 1, incomplete returns to the primary teachers' questionnaire indicated that only 30 of 101 schools were receiving reading assistance for their children. (These responses may represent a stratified sample since interviews and visits, at this time, did indicate initiation of most new programs.)

For purposes of this evaluation report the various plans are grouped as follows :

Hospital and University Affiliated Plans

District A - The plan evolved in this district between the institution and the schools was based upon the twenty years of experience the institution had in dealing with children who displayed various types of language disability. A longitudinal study it had made of these children had demonstrated persistence of perceptual problems and the positive relationship between improved perception and the ability to deal with language tasks. The planners questioned



the effectiveness of applying remedial techniques without first ensuring adequate perceptual abilities. The emphasis in this program was on training teachers in methods of perceptual stimulation in children with reading disabilities. Pupils who were referred by guidance counselors to the clinic received an intensive psychological, educational, and neuropsychiatric evaluation. The clinic staff interviewed parents, then conferred on the diagnosis (a copy of which was sent to the school guidance counselor), and finally, made plans for specific remedial exercises and techniques for use with each child. Children who were mentally retarded or who had severe emotional problems were referred to other clinics of the institution. Since this district also had the services of the Board of Education Special Reading Clinics, children whose reading problems were not due to perceptual difficulties were referred to the regular district reading consultant for special assistance.

The clinic had the services of two teacher-specialists, who were paid by the Board of Education and whose assignment was to prepare a series of lessons and exercises tailored to the needs of each child. The specialists met weekly with the reading coordinator or corrective reading teacher from each school for a conference and training in the use of the specific material. After receiving instruction and, occasionally, specially prepared materials, the teacher returned to her school and worked with the child for approximately one-half hour each day.

Observations of the training of teachers and also, in the schools, of teachers working with children, indicated that this program was well received. The five teachers interviewed were unanimous in reporting that the clinic training had been very helpful. There were also evidences that teachers not in the program were becoming sensitive to children's perceptual difficulties and were asking to utilize materials and techniques obtained from their colleagues. Classroom teachers were enthusiastic, as were the parents, about improvement in the children's reading ability and also in their attitudes towards school.

Principals who were interviewed were all convinced of the effectiveness of the program. The reservations expressed dealt not with the program itself but rather with the unmet needs of their schools. They felt that the loss of a reading teacher necessitated by clinic attendance one morning each week was too great in terms of the number of children being served and the still larger number needing assistance. Thirty teachers had been visiting the clinic weekly for assistance in working with approximately forty children during a four-month period. No school listed more than three children under treatment, and most had only one. Despite the serious shortcomings reflected in these figures, principals were all eager for the program to be continued. One principal who had not been interviewed sent in an unsolicited letter praising the program's effectiveness and urging the need for its continuation.



The clinic staff of the institution was impressed with the enthusiasm and dedication of the teachers with whom they worked. They felt also that one of the values of the program was that it was geared to the individual and not to the group. They fully agreed with principals that teachers do not have time for all the children who need such help and that this program would be of greater value if a full-time teacher were assigned to each school to work exclusively with the children whom the clinic was treating.

District B - In this district four schools were serviced with attention concentrated on children in grade 1 only. Each school selected ten children with the most difficult reading problems and was allowed the half-time services of one experienced substitute teacher to meet the needs of these children. The four teachers were carefully selected on the basis of previous experience as regular teachers and on ability to participate effectively in this program. Each teacher worked in her school for two days offering direct service to five children for one hour on each of these days. An additional half day each week was devoted to training and consultation at the psychiatric center of a local institution. There, the four teachers attended a one-hour lecture and discussion period with a psychiatrist and received more specialized guidance relating to reading problems from the psychologist and a reading consultant. The inability to secure a social worker for this program, as originally planned, limited the opportunities for these part-time teachers to meet with parents. However, the one hour a week that each child spent with the teacher was considered very helpful. As in all other programs, no initial and final measurement of progress was available.

District C - In this district three classroom teachers from each of three public and one parochial school were chosen to participate in the project. They attended a ten-session training course given by the director of a Learning Disability Clinic of a local institution with which the district became affiliated. This course proved to be so popular that it was attended not only by the 12 teachers in the program, but also by many others who came voluntarily. All who attended felt that the course was exceptionally practical and helpful.

The 12 teachers helped to choose, from their respective schools, those children in grades 1 and 2 who needed special attention in reading. On the basis of the training they had received, these teachers worked with selected children and were assisted by the clinic team of a psychiatrist, psychologist, and reading consultant, who visited each school once a week to confer with teachers and with parents and to provide guidance in individual and small-group instruction.

Of approximately 150 children initially referred, more than 100 were examined by one or more members of the team. Twenty of these children were referred to other hospital clinics for more specialized help.



Despite limitations of time, space, materials, and personnel, this program was reported to be very favorably received by parents, community representatives, teachers, and supervisors. As in other programs, no test results were available, but there was general agreement that most of the children had benefited from inclusion in the program and that many had made considerable progress in reading and in school behavior.

District D - In this district, one or two teachers from each of ten schools were selected to work with a university with which an affiliation had been established. All of these teachers met once a week for an inservice training course given by a member of the university staff. The basic assumption of the course was that for teachers working essentially with entire classes or groups, no single method or program is effective in helping all pupils. The course, therefore, aimed to train teachers in diagnostic services for entire classes and to provide them with differentiated remedial approaches for the children in their classes. No basal reader was used, but each teacher in the course was provided with a great variety of materials so that she might have something available that was particularly appropriate for each of her pupils. In one second-grade classroom that was visited, the teacher had the Sullivan Program Reader, Random House Skill Starters, and a variety of trade books that were being used in an individualized reading program. Some classrooms were also provided with paraprofessional assistants who helped children select books and who worked with small groups under the teacher's direction.

The university administered the California Reading Test Form W in June 1968, but according to the data given to the Evaluation Director, the classes in the program did not score significantly higher than control classes not in the program. Some of the teachers interviewed were enthusiastic about the help they had been given in diagnosing difficulties and about the materials that had been provided. According to the director, half the teachers found the program very helpful while the other half felt that it was too difficult for them and that they needed more help in utilizing the materials and in understanding the methods to be employed.

District E - In this district, an affiliated university provided one full-time and four part-time clinicians all of whom were specialists with considerable experience in reading programs, and three were current doctoral candidates. Their functions were to provide teacher training in the two schools in the program, to demonstrate small-group instruction procedures, to provide diagnostic services, to help structure the reading program, to conduct workshops for parents, and to train and supervise the paraprofessionals associated with the program.

In addition, three professors of the university served as consultants to the clinicians and teachers in the discussion and treatment of difficult cases. Children in need of special treatment or testing were taken to the reading clinic of the university.

The six paraprofessionals on the program staff worked in the classroom under the direction of the clinicians and the classroom teachers. Paraprofessionals were observed in some classrooms where they were working with two or three children, explaining various written or printed forms (in Spanish where necessary).

The Merrill Linguistic Series particularly was used to help children with the "decoding" process in reading. Intensive work seemed to be done in the first three books of this series. Children were using word banks for putting sentences together and writing words on the board, the letters of which they then changed to form new words for their vocabulary.

Teachers who had prior experience with basal reading series considered this program to be more relevant to the needs and interests of their students. The professional personnel in the program were convinced that progress was being made. They also felt that more time should be provided for intensive inservice work with teachers. Teachers and supervisors agreed that little objective testing could be done because standardized tests in reading were beyond the level of their children.

Part-Time Plans (After School Reading Centers)

District F - Three Diagnostic Reading Service Centers were set up in three schools of this district to which children from eight public and one parochial schools were referred. This program was well-organized and well-structured. Twelve hundred first-grade children in the district were first screened with the New York City Pre-Reading Assessment Test. Two hundred children receiving the lowest scores were then given individual diagnostic reading tests and one hundred of them were finally recommended for assistance in the program.

Ten paraprofessionals participated in the program. They represented different levels of training, and though their official titles were School Aide, Educational Associate, and Educational Assistant, their functions were interchangeable. Children attended the centers from 3:00 to 5:00 P.M. for three days weekly and were brought from their home schools to and from the center by the paraprofessionals. In addition to the task of escorting children, paraprofessionals assisted teachers in preparing material and frequently worked directly with children in small groups. Personnel in the program also included two college professors who served as consultants and who conducted training sessions for the six teachers in the program and for the paraprofessionals.



The three guidance counselors, one in each school center, worked with children and parents and made referrals to clinics and to the psychologists. In general, they were concerned with children who presented other problems in addition to reading difficulties. The three psychologists interviewed the children referred to them and carried on psychological and diagnostic testing as required. The three social workers and three family assistants maintained contacts with families, holding interviews and making home visits to convey to parents an understanding of the program and to enlist their support in situations where home cooperation was a prerequisite to resolving the children's difficulties.

The program started off with an enrollment of ninety children, of whom 75 remained to the end. At various times in its progress, the Durrell Readiness Tests were given to all but the non-English speaking children and a variety of diagnostic material furnished by the consultants was used when necessary. Although parents seen by teachers and administrators seemed pleased with the program, they did not participate in either afternoon or evening meetings that were scheduled. One meeting for parents of all the children in the district had only four in attendance, and when meetings were arranged for parents, either in the afternoon or evening at each of the separate centers, they were attended by from one to five parents.

The program director and teachers at one of the centers indicated in interviews that all children made some perceptible progress. They agreed that the training given by the consultants had been excellent and that the paraprofessionals were invaluable aides escorting the children, serving refreshments, preparing materials, helping with games, and working with small groups of children who needed assistance.

However, all program staff members felt that these young children were too tired for a program to be effective in the hours from 3:00 to 5:00 P.M. They found that some children were exceedingly restless and that much of the time had to be devoted to playing games and carrying on recreational activities. They also discovered quite a few disturbed children in the classes, and under these circumstances, it was thought that the ratio of 15 children to one teacher was far too high. In evaluating the services of other personnel, teachers felt that the guidance counselors and the psychologists were less helpful than were the others in the program. The sending schools reported that although all children had made some progress, both in their reading skills and in their attitudes towards school, the greatest progress had been made by non-English speaking children. This was probably due to the fact



that these children had language problems rather than reading problems and that the program helped them to acquire the language skills necessary for learning to read.

The various personnel interviewed recommended that time be taken from the regular school day in each school to establish this service rather than keeping it with the after-school program. They contended that the consultants could come in to train all teachers on the grade and that psychologists and social workers could move from school to school if necessary. Such a program carried on during the school day would eliminate the problems caused by (1) travel, (2) fatigue of children, (3) excessive fatigue of teachers who had already worked a full day, and (4) restless children.

District G - The program in this district was also an after-school program functioning from 3:00 to 5:00 P.M. Fifty children, selected from second-year classes in five public and two parochial schools received individual help in after-school centers. The five teachers who provided the instruction were carefully selected by the district reading coordinator who served as consultant. She held initial orientation sessions and then met with the five teachers very frequently during the after-school teaching sessions. Unlike those in District F, the participants in this district expressed the feeling that the children were profiting from the instruction. Teachers' records showed that most of the children were progressing satisfactorily. While the teachers worked with individual children, paraprofessionals supervised and assisted other pupils.

The psychologists assigned to the program tested more than 70 per cent of the children and the social workers had seen most of the parents by the middle of June. Psychologists, social workers, teachers, and reading coordinators held frequent conferences.

Reading Clinic Programs

Eight districts² chose to set up plans which were affiliated with and supervised by the Board of Education Special Reading Services, as the remedial reading clinics are known. These districts had the advantages of moving into a highly professional and well-structured program with its extensive experience, techniques, and materials readily available to them. Their programs thus began to function effectively more rapidly than did those that were evolved independently in other districts. It was evident that the teacher trainers affiliated with this program had more expertise and experience and were, in most instances, more effective than others without their intensive training.

²One of these also had institutional affiliation.

Even though they shared joint supervision, the eight programs were not identical. Some programs provided for reading counselors, some for teacher trainers, and some for both positions. Furthermore, some districts included in their plans, positions for psychologists, and/or full-time or part-time social workers, and some used para-professionals in a variety of ways.

The reading counselor and/or teacher trainer were selected jointly by the director of Special Reading Services and by the district superintendent. The specific kinds of personnel that were recruited to the program, the general method of functioning, and the schools which were to be serviced were determined by the superintendent. Every other week, reading counselors, teacher trainers, psychologists, and social workers conferred for a half day or a day with the director, at the Bureau of Special Reading Services. Here, problems were discussed, reading counselors were given assistance in offering direct services to children, teacher trainers were given direction in working with teachers, and the roles of psychologists and social workers were more fully defined. The Evaluation Director attended one of these conferences and was impressed by the enthusiasm and dedication of the persons involved and by the highly professional exchange of ideas and materials. In general, personnel in these programs functioned as follows:

Reading Counselor - The reading counselor first held a conference with the supervisors and the early childhood coordinator of the school to determine the needs of the children and to provide for allocation of space, equipment, and materials. Following this conference, first- and/or second-grade teachers submitted the names of children who were not progressing with the class in reading, or for whom reading disability was predicted. The reading counselor then examined record cards for family information, language spoken at home, mobility, and other pertinent notations, such as test scores and health, visual, or auditory defects.

Formal and informal diagnostic tests were then given to the child. Visual discrimination and coordination were checked by having the child match pictures, letters, words, or designs. Auditory discrimination was measured by the child's ability to repeat sounds and rhythms or to rhyme words. Also examined were comprehension, visual-motor skills, verbal responses, and motor coordination. The Bureau of Special Reading Services provided each counselor with a variety of commercial and teacher-made tests and exercises, and with training in their use in diagnosing children's difficulties. Further conferences were sometimes held with the teacher and the guidance counselor, who then devised a remedial program for each child. Here again, a variety of materials was available to develop visual and auditory perception, vocabulary enrichment, word recognition skills, and comprehension skills.

Social Worker - Where a social worker was part of the program, she arranged meetings with parents to explain the program and their role in it. She also held individual parent interviews to discuss the child and possibly the family and its problems. Conferences and interviews with the child, with his teacher, and with the guidance counselor, and securing the cooperation of the home, were also part of her functions.

Paraprofessional - Regardless of the title given the paraprofessional, whether it was Aide or Educational Assistant, her function seemed to be to conduct reading or language games with small groups while the reading counselor was assisting others. She also read stories, helped with activities that develop motor coordination skills such as cutting, coloring, pasting, etc. Where necessary, she worked in a one-to-one relationship with a child and checked vocabulary or alphabet recognition. In some districts, the paraprofessional also took care of such clerical and routine services as checking library books and attendance, and making sure that the supplies and materials needed for the lesson were at hand. Other duties included duplicating of materials provided by the reading counselor and escorting children to and from the classroom or, in some cases, from one school to another.

Teacher Trainer - Teacher training was conducted with individual classroom teachers as well as with groups of teachers. Conferences with individual teachers included a discussion and demonstration of techniques and skills and of materials of instruction. Assistance was given individual teachers in treating specific children. These teachers reported as very helpful the demonstrations given them by teacher trainers working with their children. They also valued suggestions which could be communicated to parents.

The teacher trainer also worked with groups of teachers, sometimes giving complete inservice courses. The following topics were discussed in one district in weekly sessions:

1. Identification and Diagnosis of Pupils' Reading.
2. Techniques and Procedures for Developing Auditory Discrimination.
3. Guidelines for Planning the Instructional Program in Reading.
4. Techniques and Procedures for Developing Skill with Initial Consonants.
5. Techniques and Procedures for Introducing and Developing Comprehension Skills.
6. Techniques and Procedures for Introducing and Developing Phonetic Analysis.
7. Demonstration and Selection of New and Available Commercial Materials.
8. Demonstration of Teacher-Prepared Materials.
9. Discussion of Problems in Classroom Management.



10. Techniques and Procedures for Setting Up Individual Reading Programs.
11. Sensitivity Training.

Reactions of district personnel were consistently positive. Classroom teachers and reading counselors felt that children had gained considerably as a result of the program. Some children had moved beyond the 'preprimer' level while the less mature showed an increase in reading readiness. The social workers interviewed also believed that children had made progress, and principals who were questioned felt that the program was of great value, not only in helping children but also in its positive effect on community morale and relations with parents. Techniques developed by reading counselors were used by other teachers, even in schools having no teacher-training personnel.

The supervision of project personnel by the Bureau of Special Reading Services gave immediate and positive direction to the various programs. All personnel were required to keep logs, to submit plans, and where possible, the teacher trainers were also asked to prepare and develop materials for use by teachers.

There were some negative aspects of the program, chiefly of an administrative nature. No Title I funds were allotted to the Bureau of Special Reading Services for supervision, secretarial work, materials, and other assistance with which it provided teachers. Furthermore, several districts reported that no Title I funds for the purchase of necessary materials were made available at any time in the year. Another serious difficulty lay in the large number of schools that were designated to be serviced by the reading counselor and/or by the teacher trainer. In one district, the teacher trainer assigned to eight schools visited them in rotation for one day each. Thus, any single school would have her services every ninth day, adding up to five visits per school during the spring semester.

In another district, the principal designated five schools which were to be serviced by the teacher trainer for one full week at a time. In this district, she visited each school every sixth week, and since these programs did not begin until late in February or in March, each of the schools in this district was visited only two full weeks during the spring semester.

In most districts, teacher trainers did not have time to meet with all the teachers who wished to see them personally as well as with small groups who had common problems. In some schools, lack of materials and lack of storage facilities presented serious problems. Intensive interviews with reading counselors and teacher trainers in these programs seemed to indicate the following:



Factors that helped the effectiveness of the program.

1. The assignment of a room for working with children or teachers.
2. The assignment of definite storage facilities for materials.
3. The receptivity of supervisors.
4. The "tone" of the school.
5. Parent workshops in which parents were given "lotto" and similar games to play with their children.

Factors that hindered the effectiveness of the program.

1. Community pressure for high reading scores.
2. Pressure by supervisors to begin immediately the development of reading vocabularies, etc. - stages for which children were not ready.
3. Seriously troubled children who needed individual help by psychologists rather than by reading counselors.
4. Children from large families who had learned "to tune out" and needed special help in developing listening skills.

OTHER PLANS

The remaining districts had a variety of independent plans with many aspects to be found in the plans already described. Some districts concentrated only on first-grade children while others provided assistance to second-grade children only. Some districts had reading counselors, and some had teacher trainers and some had both. Two districts had psychologists, one had the part-time services of a psychiatrist. Two other districts had planned to utilize part-time psychiatrists but, as of May 10, the positions were still unfilled. The two plans described below are typical of district plans which do not fit into any of the categories described above

In one of these districts, approximately 16 per cent of the children in the first grade were being serviced by this project. In the second grade, four per cent of the pupils were included. Three schools were involved, each with a reading counselor, and two of them, with a paraprofessional.

The classroom teacher screened out those youngsters who seemed to have difficulty in learning because of personal or social problems, but referred to the reading counselor those in whose case

reading disability was predicted. The reading counselor used formal and informal tests to diagnose disabilities, especially in the areas of visual, perceptual, and motor coordination, and then referred the children to the psychologist for further testing.

Children were taken from class each day in small groups of one or two, to engage in prescribed activities in a reading center. In the two schools having paraprofessionals, they worked with the teacher to offer additional drill opportunities to individual children or to help others complete an assignment given by the teacher. The classroom teacher, the reading counselor, and the psychologist all kept records of diagnoses and estimates of progress.

In another district in this category, seven schools were serviced by a project director, three project teachers, six paraprofessionals, and one psychiatrist who devoted two and a half days per week. The reading counselors were itinerant and, after making initial diagnoses with commercially available tests and materials, they referred severely disturbed children to the psychiatrist for further examination. Children were then grouped together and placed with a reading counselor according to their needs. In this district, emphasis was placed on the use of Frostig materials to develop visual perception.

SUMMARY OF FINDINGS

1. This project facilitated the earlier identification and referral of children with various types of reading disabilities.

2. The project made possible closer and friendlier relationships between parents and school personnel; through efforts to involve parents in the total reading program, the intervention of paraprofessionals or social workers, and through these direct parent contacts initiated by school personnel to help in resolving their children's reading problems.

Where schools were able to obtain parent reactions, through informal interviews with teachers or supervisors, comments were positive and parents expressed appreciation that their children were receiving special attention.

3. In many cases, these programs provided children with their first school experience in which they received the undivided and sympathetic attention of an interested adult. The allotment of aides or assistants, the efforts to maintain small groups, and the setting up of a one-to-one relationship, where possible, between a child and a sympathetic adult -- all these helped provide for a greater degree of individualization than is possible in most classrooms.

4. There was general agreement among school personnel, clinicians, and parents, that more children needed such help, and need it on a more sustained, continuous basis.

5. The assistance given by affiliated university and hospital clinics added, in most cases, a new dimension to the instruction given teachers.

6. Personnel assigned to the project were sincere and dedicated to their tasks.

7. Districts which utilized the supervisory services of the Board of Education Special Reading Services Clinics had the advantage of beginning promptly with a structured program and with tested materials. Teacher trainers not affiliated with this service were deemed less effective in training other teachers in their districts and were reported, in some instances, to be "floundering."

8. Adherence to the requirement that paraprofessionals be recruited from the immediate neighborhood was not always in the best interests of the children or of the program. In some districts, even minimally qualified paraprofessionals were not available, while in other districts there was an excess of suitable applicants.

9. Second-grade children in all districts that included them in the program were reported to have made more progress than did first-grade children. While no pre- and post-test data were available to substantiate this general impression, response from personnel in various roles indicated their perception of greater progress evident among second-grade children.

CHAPTER IV

RECOMMENDATIONS

The inclusion of both the planning phase and the actual initiation of a complex program within one school year imposes severe limitations on its quality and effectiveness. The spring of 1968 should have been devoted entirely to planning and to an exchange of ideas among districts in anticipation of the decentralized program scheduled to begin the following fall. Failure to allow for sufficient time for preparation, prior to the initiation of the program, resulted in some hastily conceived plans and plunged personnel into positions that were not clearly delineated and that called for more training than they possessed. If this project is to be funded again, adequate time should be devoted to careful planning based on revisions dictated by the prior year's experience.

Lack of materials and equipment plagued many programs this past year. In some instances, as in the eight districts affiliated with the Board of Education Special Reading Services, no Title I funds were allotted for materials; in other cases, delivery of supplies was delayed. Efforts should be made to secure all necessary material before the program begins. This may require changes in procedures for ordering and securing equipment. Such changes should be effected at once so that future programs may start without handicaps.

If valid and objective measurements of pupil growth are to be made, some measure of achievement level should be required at the time of referral and at the end of the program. Though such measures of progress would have been of little value this year because of the program's short duration, a program that is functioning for the major part of the school year should incorporate required measures of growth with beginning- and end-year testing of the children being serviced.

On the basis of the uniformly favorable reports of progress among second-grade children, this evaluator would suggest a change in emphasis for the next such program. The main focus of this program should be the second-grade child. Children at this grade level will have already been identified in terms of their success or failure in reading, and valid referrals for remedial assistance can be made at the start of the year. Furthermore, the early part of the school year might be more profitably utilized by the clinics if they concentrated their efforts on this grade level.

So much natural development takes place during the first grade that it is difficult to separate developmental lags from more complex problems which create disabilities. Where diagnoses by teachers and psychologists indicate genuine reading problems, referrals of the first-grade children may then be made at any time during the year and remediation efforts begun. These first-grade children, after identification and diagnosis of their difficulties, might then be absorbed into the ongoing clinical program available in each district.

Since there were far more children who needed remedial assistance than received it, superintendents should be urged to either limit the selection of schools or to provide more personnel for the present number of schools. Children who see a reading counselor every ninth day or every sixth week are not receiving adequate remedial assistance. Similarly, large numbers of beginning teachers do not receive sufficient instruction and assistance from teacher trainers whose assignment include too many schools for them to handle adequately.

Efforts should be made to organize city-wide workshops or conferences for the orientation of reading counselors and teacher trainers who are working in districts unaffiliated with the Board of Education Special Reading Services.

In the interests of a more effective program, principals and superintendents should be permitted to recruit qualified paraprofessionals from any geographic area rather than being restricted to the immediate school neighborhood.

The part-time after-school programs should be incorporated into the regular school day so as to eliminate the factors of pupil fatigue and the burden of travel from a school to a reading center.

A sufficient number of teacher trainers should be available so they may devote a major portion of their time to assisting first-grade teachers particularly so that initial instruction in reading may be as effective as possible, and genuine reading disabilities detected early or prevented entirely.

The relatively short time in which this entire program was in operation precluded the possibility of making any comparisons among the various categories of reading programs. However, in any future evaluation, it is recommended that such comparisons be considered, so that the optimum combination of factors might be included in setting up diagnostic and remedial services for children.

APPENDIX A

TABLE AI

SUMMARY OF PROJECT PERSONNEL AND SERVICES
CATEGORIES

I = UNIVERSITY OR HOSPITAL AFFILIATION
 II = PART TIME PLANS
 III = SUPERVISION OF SPECIAL READING SERVICES
 IV = OTHERS

District	Reading Co-ordinator	Reading Counselor	Teacher Trainer	Combined R.C. & T.T.	Guidance Counselor	Social Worker	Psychologist	Psychiatrist	Reading or Psych. Consult.	Secretary	Family Assistant	Para-professional	No. of Public Schools	Parochial Schools	Title I Funds Allotted
A			1	2									16		27,335
B		4 ^a				(1)	1 ^a	(1)			1		4		11,481
C				1			1	1	1				3	1	17,499
D			3							1		7(2)	10		64,000
E			1+4 ^a						3			6(1)	2		12,104
F	1 ^a	6 ^a			3 ^a	3 ^a	3 ^a		2 ^a	3 ^a	2 ^a	10 ^a	8	1	24,047
G	1	5 ^a				2 ^a	2 ^a			1 ^a		2 ^a	5	2	10,000
H		(1)	1										5		16,403
J		2											5		4,407
K	3	(2)				(2)	1			(1)			5		52,204
L		1				1						1	2		8,600
M	(1)	1(2)											5		68,510
N		1	1			2 ^a						2	7		26,741
O		2											2	3	5,628
P		2 ^a										2	2		7,200
Q				2									8		21,577
R		4			8 ^a		1 ^a					8 ^a	3		46,919
S	1	3(1)						1		(1)		6(2)	7		79,200
T		1				1	(1)				1				10,615
U		2				1 ^a	1 ^a	(1)		(1)	1		4		28,910
V		2											1	1	15,500
W		3					1					2	3		28,212

^a - Part-Time Assignments

() - Figures in parenthesis indicate positions originally planned but unfilled as of May 10, 1968

APPENDIX B

CENTER FOR URBAN EDUCATION

May 10, 1968

To: (District Superintendent's Name filled in).
From: Dr. Philip Kraus, Evaluation Director
Re: Title I Evaluation of Program for Diagnosis and Special Instruction in Reading, Grades 1 and 2.

In accordance with the contract with the Board of Education, the Center for Urban Education has undertaken the study of the E.S.E.A. Title I Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City. One part of this program provides for the development of additional services for Diagnostic and Special Instruction in Reading (5E).

Several surveys have indicated that the original proposals submitted for this project have been modified considerably in many districts. At this time of the year, it is important that we obtain additional information concerning modifications in proposals and implementation to date in each district.

Please return the enclosed questionnaire as soon as possible. This will facilitate the required investigation of the on-going programs this year.

Return envelope enclosed:

Dr. Philip Kraus
Hunter College
695 Park Avenue
New York City, 10021

District # _____ Date _____

Form Completed by:

Name _____ Position _____ Tel.# _____

1. Please list the additional positions and services that were proposed in your district for DIAGNOSIS AND SPECIAL INSTRUCTION IN READING.

- a. Positions:

- b. Services:

2. What revisions have been made in terms of the original plan?

3. Why were these revisions made?

4. As of May 10, which of the proposed positions have been filled?
NOTE: If position is that of "teacher," specify whether it is in the role of "teacher-trainer" or the role of providing direct services to children.

5. Please list schools in your district currently receiving services for Diagnosis and Special Instruction in Reading.

6. How much Title I money has been allocated to this project?

7. Name of person in charge of this project in your district:

Name _____

Address _____

Telephone # _____

8. Additional Comments:



PROJECT
5E

CENTER FOR URBAN EDUCATION

A Program to Strengthen Early Childhood Education in Poverty Area Schools:
Diagnosis and Special Instruction in Reading

Interview Guide with Sampling of Principals

1. What personnel and/or remedial reading services has the district made available to you for primary grade children?
2. How have teachers been oriented to the new services available?
3. What is your Grades 1 and 2 total register?
4. How many of these children have been referred for remedial assistance?
5. On what basis were they chosen?
6. Is there a waiting list of children for whom no services are as yet available?
7. Are there any objective test scores available for the children who have been referred?
8. Are you planning any end-year reading achievement tests for Grades 1 and 2?
9. What are teacher reactions to the effectiveness of the remedial reading programs?

Philip E. Kraus

PROJECT
5E

CENTER FOR URBAN EDUCATION

A Program to Strengthen Early Childhood Education in Poverty Area Schools:
Diagnosis and Special Instruction in Reading

Interview Guide with District Superintendents (or their representatives)

1. How much Title I money has your district received?
2. How much of this has been allocated to remedial reading services for the primary grades?
3. What additional positions and/or services have been planned?
4. As of May 1, 1968, which of these positions have been filled? Which are still unfilled?
5. What schools are currently being serviced?
6. Has there been any orientation of teachers in connection with the new services available?
7. How are the mechanics of referral handled?
8. Was any objective measure of reading level or disability obtained at the time of referral of each child?
9. Is any final objective measure of growth planned?
10. What have been the reactions of your staff concerning the effectiveness of the new program?

Philip E. Kraus

PROJECT
5E

CENTER FOR URBAN EDUCATION

A Program to Strengthen Early Childhood Education in Poverty Area Schools:
Diagnosis and Special Instruction in Reading

Interview Guide with Director of Reading Clinics

1. What districts have allotted Title I funds for the expansion of clinical services for their primary grades?
2. How much money has each of these districts provided?
3. What additional personnel and services have these funds purchased?
4. As of May 1, 1968, what positions have been filled? Which remain unfilled?
5. In each district, what schools are being serviced?
6. How many children from each school have been seen so far?
7. How many from each of these schools have been referred for treatment?
8. Was any objective measure of reading level or disability obtained at the start of treatment?
9. Is any final objective measure planned?
10. How will progress be measured?
11. In the opinion of your staff and yourself, which of the various organizational patterns of services that you are providing seems most effective and promising?

Philip E. Kraus

APPENDIX C

Staff List

Dr. Philip E. Kraus, Evaluation Director
Professor of Education
Hunter College of the City
University of New York

Dr. Miriam Balmuth
Assistant Professor of Education
Hunter College of the City
University of New York

Dr. Harold Judenfriend
Associate Professor of Education
Hunter College of the City
University of New York

Mr. Arthur Klein
Retired Former Chairman
N.Y.C. Board of Examiners

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